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STUDENT INTEREST IN INTRAMURALS AT BOSTON

PUBLIC LATIN SCHOOL

Submitted by

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(B. S. in Ed., Boston College 1940)

In partial fulfillment of requirements for the
degree of Master of Education

1946

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"Physical education is concerned not only with planning and directing programs for children in and out of school, but it is also studying the changing interests of participants. There are relatively few in physical education today who believe that the program should be planned and directed entirely without consideration of the interest of the participant. The tendency is to place more emphasis upon the interests of the individual and to utilize interest as one of the guides to program building."

Halvick A. Cleverly, "The Interests and Participation of Boys in Voluntary Physical Education Activities," The Research Quarterly of the American Physical Education Association, Vol. 7, March, 1934, No. 3, p. 27.

CHAPTER I

INTRODUCTION

Purpose of investigation. This survey is to determine the factors for interest or lack of interest, preferences, the elements that affect these preferences, and time allocations in order to ascertain whether there is need of an intramural program.

The larger and older boys of the higher grades, consisting of grades 10-11-12, monopolized all sports activities, while the lower grades, consisting of grades 7-8-9, had to be content with the role of spectators. Consequently, a questionnaire was distributed among the aforementioned lower grades 7,8,9, to determine their sports interest factor.

Need for this investigation. In the planning of an intramural program it is most important to find out ~~what~~ sport interests students have.

"Physical Education is concerned not only with planning and directing programs for children in and out of school, but it is also studying the changing interests of participants. There are relatively few in physical education today who believe that the program should be planned and directed entirely without consideration of the interest of the participant. The tendency is to place more emphasis upon the interests of the individual and to utilize interest as one of the guides to program building." 1/

1/ Melvin A. Clevett, "The Interests and Participation of Boys in Voluntary Physical Education Activities," The Research Quarterly of the American Physical Education Association, Vol. V. March, 1934, No. 3, p. 27.

Extent of investigation. The questionnaire consisted of personal statistical information, sports preference tables, and individual interest factors. These questionnaires were submitted to all the students of grades 7-8-9. This method used for securing the information for this suggested program based on individual interest, could be used universally all over this country with slight alterations, due possibly to the geographical location.

For the purpose of this investigation a school had to be chosen, which would furnish a definite cross section of students in the grades 7-8-9. The students from this institution are from all races and creeds, from all strata of society.

Boston Public Latin School. "The oldest public school in America, with a continuous existence is the Boston Public Latin School. The school was founded April 23, 1635, by the Town of Boston, antedating Harvard College by more than a year, and in April 1935, celebrated its tercentenary with appropriate exercises.

The establishment was due in great measure to the influence of the Reverend John Cotton, who sought to establish in the new world a school like the Free Grammar School of Boston, England, in which Latin and Greek were taught." 1/

made by various educators and various institutions. The following have been chosen from among many:

"Feeling that the activities and interests of the students should be considered in planning a program, a questionnaire was devised for determining these factors at Oregon State College. The questionnaire included a list of activities and spaces for the student to check the following." (The author then lists five questions used and goes on by saying) - "It was realized that interest in an activity depended on many uncontrollable factors e.g. experience in the activity, facilities for taking

1/ Catalogue of the Public Latin School in Boston, December, 1945. City of Boston Printing Department, 1945.

CHAPTER II

HISTORY AND PREVIOUS RELATED STUDIES IN INTRAMURALS

Despite the Puritan Philosophy of the sinfulness of play we find that intramurals were discovered and promoted by students even in Colonial times. These activities, due to the progressiveness of some physical educators of the twentieth century who saw the unusual opportunities of this informal play, gave way to better organization, and competition.

"Translated literally, intramural means "within the walls." Intramural athletics, therefore, may be defined as athletic activities carried on within the walls of an institution. Intramural athletics appeared in the schools long before anyone even thought of physical education and interschool athletics. The desire to play is universal, and some form of it has always existed. It seems inconceivable that this powerful urge could have been entirely suppressed in our first educational institutions. The beginnings of intramural athletics can undoubtedly be traced, then, to the informal sports and games which were indulged in by our first students in their leisure moments. This type of play, within the walls of the institution may properly be considered as intramural athletics, although it does not exactly resemble our intramural athletics of today." 1/

A number of studies on related subjects in this field have been made by various educators and various institutions. The following have been chosen from among many:

"Feeling that the abilities and interests of the students should be considered in planning a program, a questionnaire was devised for determining these factors at Oregon State College. The questionnaire included a list of activities and spaces for the student to check the following." (The author then lists five questions used and goes on by saying) - "It was realized that interest in an activity depended on many uncontrollable factors e.g. experience in the activity, facilities for taking

1/ Edward F. Voltmer & Arthur A. Esslenger, The Organization and Administration of Physical Education. N. Y. F. S. Crofts Co. 1942. p. 252.

HISTORY AND PREVIOUS RELATED STUDIES IN INTRAMURALS

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1/ Edward F. Volkmann & Arthur A. Bailenger, The Organization and Administration of Physical Education, M. F. E. Sports Co., 1933, p. 232.

part in the activity, the glamour which surrounds some sports particularly those which are spectacular, the methods and personality of the instructor, however it was felt that a questionnaire would at least give an indication as to which courses the students would like to have offered." 1/

The thesis by Michael A. Farroh "An analysis of Individual Preferences as a guide in Determining an Intramural sports program" shows from a questionnaire sent out to fraternities at the University of Iowa, the following results:

1. That basketball, baseball and playground ball ranked highest in popularity, while speedball, cross country, and physical efficiency were sports ranking lowest in popularity. But ping pong, ice hockey, football and touch football ranked high as other popular sports.
2. There was a high correlation between the individuals sport preference and skill in that particular sport and it was also found that students will participate and excel in sports which they like. 2/

John A. Scannell in his study "The Selection of Sports for a Program in Intramural Athletics in a Trade School" found that baseball ranked first in the order of preference and then basketball and third handball. He also found that boys prefer sports in which

1/ Elsie Jacobsen Stuhr, "Interests and Abilities as a Basis for Program Planning," The Research Quarterly of the American Physical Education Association, Vol. VII. March, 1936, No. 2, p. 92.

2/ Mike A. Farroh, Individual Preferences as a Guide in Determining an Intramural Program, Masters Thesis, 1935, University of Iowa State.

port in the activity, the glamour which surrounds some sports particularly those which are spectator, the methods and personality of the instructor, however it was felt that a questionnaire would at least give an indication as to which courses the students would like to have offered." 1/

The thesis by Michael A. Farrah "An analysis of individual preferences as a guide in determining an intramural sports program" shows from a questionnaire sent out to freshmen at the University of Iowa, the following results:

1. That basketball, baseball and playground ball ranked highest in popularity, while speedball, cross country, and physical efficiency were sports ranking lowest in popularity. But ping pong, ice hockey, football and touch football ranked high as other popular sports.

2. There was a high correlation between the individual sport preference and skill in that particular sport and it was also found that students will participate and excel in sports which they like. 2/

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they excel. 1/

CHAPTER III

PROCEDURE

Source of Data. The information needed for this investigation was secured from six seventh grade classes having a total of 177 students; ten eighth grade classes having a total of 336 students; and thirteen ninth grade classes having a total of 374 students. There was a total of 887 students included in the investigation.

Procedure. The interview or personal contact method was used during the school year. By questioning students individually to find out what kind of sport interest reaction they expressed in regards to similar questions as used on the questionnaire.

By use of an essay answer from a seventh grade home room class and ninth grade health education classes on the following question, "What factors of interest or what reasons do you have for wanting to play intramural sports." The last ten questions on the questionnaire were formulated.

All questionnaires were accompanied by the daily morning bulletin from the Head Master, and it explained to the home room teachers of grades 7-8-9 that all questionnaires were to be kept out in pencil and completed and returned at the end of the home room period that day.

The questionnaires were excellent and well answered on the whole.

1/ John A. Scannell, A Program of Intramural Athletics in a Trade School, Masters Thesis, New York University.

CHAPTER III

PROCEDURE

Source of Data. The information needed for this investigation was secured from six seventh grade classes having a total of 177 students; ten eighth grade classes having a total of 284 students; and thirteen ninth grade classes having a total of 374 students. There was a total of 835 students included in the investigation.

Procedure. The interview or personal contact methods was used during the school year. By questioning students individually to find out what kind of sport interest reaction they expressed in regards to similar questions as used on the questionnaire.

By use of an essay answer from a seventh grade home room class and ninth grade health education classes on the following question,- "What factors of interest or what reasons do you have for wanting to play intramural sports." The last ten questions on the questionnaire were formulated.

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The returns were excellent and well answered on the whole. The questionnaires were unsigned because in this way, a very

critical and honest opinion from each student in regard to his individual interests could be obtained.

CHAPTER IV

INTERESTS FROM DATA

Sport Interest Factors. In order to determine the interest factors of grade 7-8-9 at Boston Public Latin School the students checked off the activities of interest to them according to schedule.

TABLE 1. RESULTS OF STUDENT CHECKS OF SPORTS INTERESTS

Grade	7		8		9	
Total No. of Students	177		204		274	
	No.	Pc.	No.	Pc.	No.	Pc.
1. Soccer	33	18	37	18	55	20
2. Basketball	12	7	17	8	35	13
3. Touch Football	21	12	126	62	217	79
4. Tennis	40	23	101	50	145	53
5. Baseball and Game	56	31	53	26	70	25
6. Swimming	40	23	90	44	133	49
7. Rinkball	33	19	44	22	37	14
8. Biking	25	14	27	13	35	13
9. Participation of competitive sports	22	12	24	12	120	44
10. Field Trips	20	11	27	13	71	26
11. Reading	100	56	101	50	181	66

A summary of the highest interest factors in Table 1 shows that reading is checked off by the highest percentage of students in all three grades, 56 per cent for seventh, 50 per cent for eighth, and 66 per cent for ninth. The second highest interest was in touch football, 62 per cent for eighth, 79 per cent for ninth, and 12 per cent for seventh. The third highest interest was in basketball, 50 per cent for eighth, 53 per cent for ninth, and 23 per cent for seventh.

CHAPTER IV

FINDINGS FROM DATA

Sport interest factors. In order to determine the interest factors of grade 7-8-9 at Boston Public Latin School the students checked off the activities of interest to them according to seasons.

TABLE I. RESULTS OF AUTUMN SEASON SPORTS PREFERENCE

Grade	7		8		9	
Total No. of Students	177		284		374	
	No.	PC	No.	PC	No.	PC
1. Soccer	39	22	37	13	53	14
2. Speedball.....	18	10	17	6	32	7
3. Touch Football.....	91	51	126	45	217	57
4. Tennis.....	49	28	101	36	145	38
5. Recreational Games...	36	20	55	19	70	18
6. Horseshoes.....	45	25	90	32	115	30
7. Kickball.....	33	19	48	17	35	7
8. Hiking.....	56	32	87	31	86	23
9. Fundamentals of Competitive sports...	22	12	64	22	101	27
10. Field Trips.....	20	11	47	16	74	20
11. Swimming	100	56	201	71	261	70

A summary of the highest interest factors in Table I shows that swimming in all three grades holds the highest interest with 56 per cent for seventh, 71 per cent for the eighth, and 70 per cent for the ninth grade. The second highest interest was in touch football,

51 per cent for seventh, 45 per cent for eighth, and 57 per cent for ninth grade. The third interest position varied in the seventh grade. In the seventh grade, hiking was 32 per cent, in the eighth and ninth grade, tennis was 36 per cent and 38 per cent respectively.

TABLE II. RESULTS OF WINTER SEASON SPORTS PREFERENCE

Grade	7		8		9	
Total No. of Students	177		284		374	
	No.	PC	No.	PC	No.	Pc
12. Basketball.....	104	59	194	68	230	61
13. Swimming.....	88	50	157	55	196	52
14. Table Tennis.....	42	24	92	32	153	41
15. Hand Ball.....	54	30	62	22	113	30
16. Volley Ball.....	37	21	70	25	85	22
17. Indoor Track.....	38	22	67	23	121	32
18. Recreational Games....	34	19	49	17	75	20
19. Shop Work.....	45	25	83	29	78	21
20. Dramatics.....	19	11	37	13	55	15
21. Handicraft.....	30	17	68	24	63	17
22. Skating.....	68	38	155	55	165	44
23. Skiing.....	56	32	107	38	116	31
24. Winter Sports.....	36	20	87	31	102	27
25. Social Dancing.....	18	10	87	31	149	40
26. Music.....	16	9	40	14	66	17
27. Life Saving.....	33	19	67	23	92	24
28. Diving.....	50	28	109	38	124	33
29. Airplane Modeling.....	43	24	97	34	98	26
30. Wrestling.....	45	25	84	29	112	30
31. Boxing.....	44	25	106	37	127	34
32. Officials Club.....	7	4	13	5	17	4
33. Camera Club.....	27	15	50	18	77	20
34. Stamp Club.....	32	18	45	16	53	14
35. Music Club.....	16	9	30	9	32	8
36. Boy Scout Troop.....	21	12	40	14	43	11
37. Language Club.....	12	7	20	7	30	8

In Table II we find that the three top interest sports were

81 per cent for seventh, 48 per cent for eighth, and 37 per cent for ninth grade. The third interest position varied in the seventh grade. In the seventh grade, hiking was 32 per cent, in the eighth and ninth grade, tennis was 36 per cent and 38 per cent respectively.

TABLE II. RESULTS OF WINTER SEASON SPORTS INTERESTS

Grade	Total no. of students		No.		No.		No.	
	177		284		374			
	10	104	10	194	10	230		
12. Basketball.....	39	104	58	194	61	230		
11. Swimming.....	20	86	35	137	52	196		
10. Table Tennis.....	42	42	32	92	41	153		
9. Hand Ball.....	34	34	32	92	30	113		
8. Volley Ball.....	37	37	36	70	32	85		
7. Indoor Track.....	32	32	32	67	32	121		
6. Recreational Games.....	34	34	17	49	30	75		
5. Shop Work.....	45	45	39	93	31	78		
4. Dramatics.....	19	19	13	37	18	35		
3. Handicraft.....	14	30	24	68	17	63		
2. Skating.....	32	32	32	152	44	162		
1. Skating.....	32	32	38	107	31	116		
Winter Sports.....	32	32	31	87	27	102		
Social Dancing.....	18	18	31	87	43	149		
Musical.....	16	16	14	40	17	66		
Life Saving.....	32	32	32	67	24	92		
Driving.....	30	30	32	102	32	124		
Airplane Modeling.....	42	42	34	97	32	92		
Wrestling.....	45	45	32	84	30	112		
Boxing.....	44	44	37	106	24	127		
Golf Club.....	7	7	13	13	4	17		
Gym Club.....	37	37	18	30	20	77		
Stamp Club.....	32	32	16	46	14	32		
Music Club.....	16	16	9	30	8	32		
Boy Scout Troop.....	31	31	14	40	11	43		
Language Club.....	12	12	20	20	6	30		

In Table II we find that the three top interest sports were

fairly close in percentage. Here basketball was first with 59 per cent for the seventh, 68 per cent for the eighth, and 71 per cent for the ninth grade. For the second highest interest sport we find swimming, with 50 per cent for the seventh, 55 per cent for eighth, and 52 per cent for the ninth grade. The third highest sport was skating, with 38 per cent for the seventh, 55 per cent for the eighth and 44 per cent for the ninth grade. The grades varied from here in their choice of sports. The fourth highest interest factor for the seventh was skiing, 32 per cent, and skiing and diving, in the eighth, at 38 per cent each, and table tennis at 41 per cent for the ninth grade. The fifth highest sport was handball for the seventh at 30 per cent, airplane modeling in the eighth, at 34 per cent, and table tennis at 41 per cent.

TABLE III. RESULTS OF SPRING SEASON SPORTS PREFERENCE

Grade	7		8		9	
Total No. of Students	177		284		374	
	No.	PC	No.	PC	No.	PC
38. Softball.....	83	47	138	48	175	47
39. Archery.....	62	35	105	37	131	35
40. Baseball.....	117	61	213	75	271	73
41. Horseshoes.....	36	20	81	28	112	30
42. Tennis.....	33	19	87	31	138	37
43. Paddletennis.....	29	16	26	7	33	9
44. Marble Tournaments....	20	11	17	6	22	6
45. Kite Flying.....	15	8	24	7	17	5
46. Kickball.....	31	17	32	11	40	10
47. Fundamentals of Competitive Sports....	35	20	63	22	92	24
48. Roller Skating.....	39	22	82	29	87	23
49. Hiking.....	44	25	90	32	84	22
50. Swimming.....	97	55	190	67	243	65
51. Field Trips.....	32	18	47	7	66	18

In Table III we find the highest interest in sports to be first baseball with 61 per cent in the seventh, 75 per cent in the eighth, and 73 per cent in the ninth grade. Second highest and always the top ranking interest sport is swimming, with 55 per cent in the seventh, 67 per cent in the eighth, 65 per cent in the ninth grade. Third highest was softball, with 47 per cent in the seventh, 48 per cent in the eighth, and 47 per cent in the ninth grade. At the fourth highest interest sport the grades started to vary with the seventh and eighth choosing archery, at 35 per cent and 37 per cent, and the ninth grade choosing tennis with 37 per cent.

It should be noted that the top four sports chosen are not sports with much carry over value into life with the exception of swimming. The four leading sports are listed in order as: Baseball, Swimming, Basketball, and Touch Football.

Swimming proved by far to be the most popular sport as it was chosen in each season either first or second.

It was quite noticeable that sports such as marble tournaments and paddle tennis dropped off rapidly in their preference as the individual grew older and it was inversely true about social dancing.

Physically Handicapped. For the purpose of additional statistical information the following question was submitted on the bottom of the first page. "Are you physically handicapped Yes _____ No _____ If physically handicapped what is your ailment." In the seventh grade 15 boys answered yes, in the eighth grade 20 answered yes and in the ninth grade 20 answered yes. So out of a total of 835 students questioned 61 students claimed physical handicaps.

In Table III we find the highest interest in sports to be first baseball with 81 per cent in the seventh, 75 per cent in the eighth, and 73 per cent in the ninth grade. Second highest and always the top ranking interest sport is swimming, with 53 per cent in the seventh, 67 per cent in the eighth, 65 per cent in the ninth grade. Third highest was football, with 47 per cent in the seventh, 48 per cent in the eighth, and 49 per cent in the ninth grade. At the fourth highest interest sport the grades started to vary with the seventh and eighth choosing archery, at 35 per cent and 37 per cent, and the ninth grade choosing tennis with 37 per cent.

It should be noted that the top four sports chosen are not sports with much carry over value into life with the exception of swimming. The four leading sports are listed in order as: Baseball, swimming, basketball, and touch football.

Swimming proved by far to be the most popular sport as it was chosen in each season either first or second.

It was quite noticeable that sports such as tennis tournaments and tennis dropped off rapidly in their preference as the individual grew older and it was inversely true about social dancing.

Physically Handicapped. For the purpose of additional statistical information the following question was submitted on the bottom of the first page. "Are you physically handicapped?" Yes _____ No _____

It physically handicapped what is your ailment? In the seventh grade 15 boys answered yes, in the eighth grade 30 answered yes and in the ninth grade 38 answered yes. So out of a total of 833 students questioned 81 students claimed physical handicaps.

TABLE IV. TYPE OF DEFECTS AND NUMBER OF BOYS AFFECTED IN GRADES
SEVEN, EIGHT, AND NINE.

Grade	7	8	9
Type of Handicap			
Asthma	1	1	1
Diabetes	1		
Back Defect			1
Curvature of Spine	1		
Eye Defect	3	5	7
Heart	4	3	3
Sinus	1	1	
Head Injury	1	1	
Feet Defect	3	1	2
Neck Defect		1	
Underweight		1	1
Knee Defect		2	1
Punctured Ear Drum		1	
Bladder Defect			1
Hernia		1	
Tonsillitis		1	
Stomach Rupture		1	
Gland Trouble			1
Dental Deformity			2
Total	15	20	20

In Table IV the percentage of boys handicapped in the seventh grade was 8 per cent, in the eighth grade 7 per cent and in the ninth grade 5 per cent. Eye defects increased each year with the ninth grade having seven, two more than the eighth grade and four more than the seventh grade. Heart defects were almost even in each grade. All other defects were divided into 18 other various types.

TYPE, GRADE, AND COUNT

Type of Handicap			
Grade	Count	Percentage	Total
Grade 1	1	100	1
Grade 2	1	100	1
Grade 3	1	100	1
Grade 4	1	100	1
Grade 5	1	100	1
Grade 6	1	100	1
Grade 7	1	100	1
Grade 8	1	100	1
Grade 9	1	100	1
Grade 10	1	100	1
Grade 11	1	100	1
Grade 12	1	100	1
Grade 13	1	100	1
Grade 14	1	100	1
Grade 15	1	100	1
Grade 16	1	100	1
Grade 17	1	100	1
Grade 18	1	100	1
Grade 19	1	100	1
Grade 20	1	100	1
Grade 21	1	100	1
Grade 22	1	100	1
Grade 23	1	100	1
Grade 24	1	100	1
Grade 25	1	100	1
Grade 26	1	100	1
Grade 27	1	100	1
Grade 28	1	100	1
Grade 29	1	100	1
Grade 30	1	100	1
Grade 31	1	100	1
Grade 32	1	100	1
Grade 33	1	100	1
Grade 34	1	100	1
Grade 35	1	100	1
Grade 36	1	100	1
Grade 37	1	100	1
Grade 38	1	100	1
Grade 39	1	100	1
Grade 40	1	100	1
Grade 41	1	100	1
Grade 42	1	100	1
Grade 43	1	100	1
Grade 44	1	100	1
Grade 45	1	100	1
Grade 46	1	100	1
Grade 47	1	100	1
Grade 48	1	100	1
Grade 49	1	100	1
Grade 50	1	100	1
Grade 51	1	100	1
Grade 52	1	100	1
Grade 53	1	100	1
Grade 54	1	100	1
Grade 55	1	100	1
Grade 56	1	100	1
Grade 57	1	100	1
Grade 58	1	100	1
Grade 59	1	100	1
Grade 60	1	100	1
Grade 61	1	100	1
Grade 62	1	100	1
Grade 63	1	100	1
Grade 64	1	100	1
Grade 65	1	100	1
Grade 66	1	100	1
Grade 67	1	100	1
Grade 68	1	100	1
Grade 69	1	100	1
Grade 70	1	100	1
Grade 71	1	100	1
Grade 72	1	100	1
Grade 73	1	100	1
Grade 74	1	100	1
Grade 75	1	100	1
Grade 76	1	100	1
Grade 77	1	100	1
Grade 78	1	100	1
Grade 79	1	100	1
Grade 80	1	100	1
Grade 81	1	100	1
Grade 82	1	100	1
Grade 83	1	100	1
Grade 84	1	100	1
Grade 85	1	100	1
Grade 86	1	100	1
Grade 87	1	100	1
Grade 88	1	100	1
Grade 89	1	100	1
Grade 90	1	100	1
Grade 91	1	100	1
Grade 92	1	100	1
Grade 93	1	100	1
Grade 94	1	100	1
Grade 95	1	100	1
Grade 96	1	100	1
Grade 97	1	100	1
Grade 98	1	100	1
Grade 99	1	100	1
Grade 100	1	100	1

In Table IV the percentage of defects in the various grades has been given. In the first grade 1 per cent of the defects are of the first type, in the second grade 2 per cent, in the third grade 3 per cent, in the fourth grade 4 per cent, in the fifth grade 5 per cent, in the sixth grade 6 per cent, in the seventh grade 7 per cent, in the eighth grade 8 per cent, in the ninth grade 9 per cent, in the tenth grade 10 per cent, in the eleventh grade 11 per cent, in the twelfth grade 12 per cent, in the thirteenth grade 13 per cent, in the fourteenth grade 14 per cent, in the fifteenth grade 15 per cent, in the sixteenth grade 16 per cent, in the seventeenth grade 17 per cent, in the eighteenth grade 18 per cent, in the nineteenth grade 19 per cent, in the twentieth grade 20 per cent, in the twenty-first grade 21 per cent, in the twenty-second grade 22 per cent, in the twenty-third grade 23 per cent, in the twenty-fourth grade 24 per cent, in the twenty-fifth grade 25 per cent, in the twenty-sixth grade 26 per cent, in the twenty-seventh grade 27 per cent, in the twenty-eighth grade 28 per cent, in the twenty-ninth grade 29 per cent, in the thirtieth grade 30 per cent, in the thirty-first grade 31 per cent, in the thirty-second grade 32 per cent, in the thirty-third grade 33 per cent, in the thirty-fourth grade 34 per cent, in the thirty-fifth grade 35 per cent, in the thirty-sixth grade 36 per cent, in the thirty-seventh grade 37 per cent, in the thirty-eighth grade 38 per cent, in the thirty-ninth grade 39 per cent, in the fortieth grade 40 per cent, in the forty-first grade 41 per cent, in the forty-second grade 42 per cent, in the forty-third grade 43 per cent, in the forty-fourth grade 44 per cent, in the forty-fifth grade 45 per cent, in the forty-sixth grade 46 per cent, in the forty-seventh grade 47 per cent, in the forty-eighth grade 48 per cent, in the forty-ninth grade 49 per cent, in the fiftieth grade 50 per cent, in the fifty-first grade 51 per cent, in the fifty-second grade 52 per cent, in the fifty-third grade 53 per cent, in the fifty-fourth grade 54 per cent, in the fifty-fifth grade 55 per cent, in the fifty-sixth grade 56 per cent, in the fifty-seventh grade 57 per cent, in the fifty-eighth grade 58 per cent, in the fifty-ninth grade 59 per cent, in the sixtieth grade 60 per cent, in the sixty-first grade 61 per cent, in the sixty-second grade 62 per cent, in the sixty-third grade 63 per cent, in the sixty-fourth grade 64 per cent, in the sixty-fifth grade 65 per cent, in the sixty-sixth grade 66 per cent, in the sixty-seventh grade 67 per cent, in the sixty-eighth grade 68 per cent, in the sixty-ninth grade 69 per cent, in the seventieth grade 70 per cent, in the seventy-first grade 71 per cent, in the seventy-second grade 72 per cent, in the seventy-third grade 73 per cent, in the seventy-fourth grade 74 per cent, in the seventy-fifth grade 75 per cent, in the seventy-sixth grade 76 per cent, in the seventy-seventh grade 77 per cent, in the seventy-eighth grade 78 per cent, in the seventy-ninth grade 79 per cent, in the eightieth grade 80 per cent, in the eighty-first grade 81 per cent, in the eighty-second grade 82 per cent, in the eighty-third grade 83 per cent, in the eighty-fourth grade 84 per cent, in the eighty-fifth grade 85 per cent, in the eighty-sixth grade 86 per cent, in the eighty-seventh grade 87 per cent, in the eighty-eighth grade 88 per cent, in the eighty-ninth grade 89 per cent, in the ninetieth grade 90 per cent, in the ninety-first grade 91 per cent, in the ninety-second grade 92 per cent, in the ninety-third grade 93 per cent, in the ninety-fourth grade 94 per cent, in the ninety-fifth grade 95 per cent, in the ninety-sixth grade 96 per cent, in the ninety-seventh grade 97 per cent, in the ninety-eighth grade 98 per cent, in the ninety-ninth grade 99 per cent, in the hundredth grade 100 per cent.

Time Allocations. The following nine questions were submitted to gain further statistical information for this study.

1. Do you work after school yes _____ no _____ on Saturdays yes _____ no _____
2. How long do you study each night in hours 1 _____ $1\frac{1}{2}$ _____ 2 _____ $2\frac{1}{2}$ _____ 3 _____
 $3\frac{1}{2}$ _____ 4 _____
3. What clubs do you belong to in school _____
4. What clubs do you belong to out side school _____
5. Do you play on your neighborhood football team _____ no _____ baseball team yes _____ no _____ basketball team yes _____ no _____ other teams _____
6. How many minutes does it take you to arrive home after school
 15 _____ 30 _____ 45 _____ 60 _____ 1 hr 15 _____ 1 hr 30 _____
7. How many afternoons each week would you enjoy playing intramural activities 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ none _____
8. How much time would you have to play intramural sports after school in minutes 30 _____ 45 _____ 60 _____ 1 hr 15 _____ 1 hr 30 _____
9. Would you have time for intramurals on Saturday yes _____ no _____

TABLE V STUDENTS THAT DO AND DO NOT WORK AFTER SCHOOL OR ON SATURDAYS

Total no. Students	Grade	STUDENTS WORKING AFTER SCHOOL				Number Blank	per cent
		Number yes	per cent	Number no	per cent		
177	7	17	10	154	86	6	4
284	8	43	15	232	81	9	4
374	9	56	15	307	82	11	3
STUDENTS WORKING ON SATURDAYS							
177	7	40	22	131	74	6	4
284	8	58	21	205	72	21	7
374	9	88	24	270	72	16	4

Time Allocation. The following nine questions were submitted to

gain further statistical information for this study.

1. Do you work after school yes ☐ no ☐ on Saturdays yes ☐ no ☐

2. How long do you study each night in hours 1 2 3 4

5 6

3. What clubs do you belong to in school

4. What clubs do you belong to out side school

5. Do you play on your neighborhood football team ☐ no ☐ baseball ☐

team yes ☐ no ☐ basketball team yes ☐ no ☐ other teams

6. How many minutes does it take you to arrive home after school

15 30 45 60 1 hr 15 1 hr 30

7. How many afternoons each week would you enjoy playing intramural

activities 1 2 3 4 5 none

8. How much time would you have to play intramural sports after

school in minutes 30 45 60 1 hr 15 1 hr 30

9. Would you have time for intramurals on Saturdays yes ☐ no ☐

TABLE 7 STUDENTS THAT DO NOT GO FOR AFTER SCHOOL OR ON SATURDAYS

STUDENTS MISSING AFTER SCHOOL		STUDENTS MISSING ON SATURDAYS					
Total no. Students	Grade	Number yes	per cent	Number no	per cent	Number absent	per cent
177	7	17	10	134	86	5	3
204	8	43	15	232	81	0	0
274	9	56	15	207	83	11	4
177	7	40	22	131	74	5	3
204	8	58	28	205	72	21	10
274	9	88	32	270	73	15	5

Table V shows that a very small per cent of students work after school and only a slight higher percentage work on Saturdays. For those working after school in the seventh grade was 10 per cent and in the eighth and ninth grade 15 per cent. But on Saturdays there was a 12 per cent increase in the seventh, 6 per cent increase in the eighth 9 per cent in the ninth.

TABLE VI HOURS STUDENTS STUDY EACH NIGHT

HOURS SPENT STUDYING EACH NIGHT						
	Grade 7		Grade 8		Grade 9	
Hours	(177) Number	Students per cent	(284) Number	Students per cent	(374) Number	Students per cent
1	29	16	28	10	25	7
1½	35	20	57	20	59	16
2	53	30	98	34	94	25
2½	31	18	57	20	101	27
3	18	10	28	10	52	14
3½	7	4	10	4	17	5
4	2	1	4	1	18	5
Blank	2	1	2	1	8	3

Table VI. Here the amount of time spent in studying varied without doubt according to the individual abilities of each student and the amount of work given in each grade. But the highest percentage of time spent in studies for the seventh and eighth grades was two hours each night and two one half hours for the ninth grade. It showed that the ninth grade put more time into studies than either the seventh or eighth grade, as they had more students studying from two and one half to four hours each night.

Table V shows that a very small per cent of students work after

school and only a slight higher percentage work on Saturdays. For those working after school in the seventh grade was 10 per cent and in the eighth and ninth grade 15 per cent. But on Saturdays there was a 12 per cent increase in the seventh, 6 per cent increase in the eighth 9 per cent in the ninth.

TABLE VI HOURS STUDENTS STUDY EACH NIGHT

HOURS STUDENTS STUDYING EACH NIGHT					
Grade 7		Grade 8		Grade 9	
Hours	(177) Number per cent	Students (284) Number per cent	Students (374) Number per cent	Students	per cent
1	29	28	10	25	7
1 1/2	35	37	30	39	16
2	33	38	34	34	25
2 1/2	31	37	30	101	27
3	19	23	10	32	14
3 1/2	7	10	4	19	5
4	3	4	1	18	5
Blank	2	2	1	3	3

Table VI. Here the amount of time spent in studying varied

without doubt according to the individual abilities of each student and the amount of work given in each grade. But the highest percentage of time spent in studies for the seventh and eighth grades was two hours each night and one half hour for the ninth grade. It showed that the ninth grade put more time into studies than either the seventh or eighth grade, as they had more students studying from two and one half to four hours each night.

TABLE VII CLUBS STUDENTS BELONG TO IN SCHOOL AND OUTSIDE OF SCHOOL

Total No. Students	Grade	CLUBS IN SCHOOL				CLUBS OUTSIDE SCHOOL			
		Number Yes	Per Cent	Number No	Per Cent	Number Yes	Per Cent	Number No	Per Cent
177	7	23	13	154	87	76	43	101	57
284	8	48	17	236	83	136	48	148	52
374	9	113	30	261	70	178	48	196	52

Table VII. We find that only 13 per cent in the seventh, 17 per cent in the eighth and 30 per cent in the ninth belong to school clubs. But those belonging to clubs outside of school was very much higher with 43 per cent in the seventh, 48 per cent in the eighth and ninth grades.

TABLE VIII STUDENTS PARTICIPATION ON NEIGHBORHOOD ATHLETIC TEAMS

Total No. Students	Grade	FOOTBALL TEAM					
		Number Yes	Per Cent	Number No	Per Cent	Number Blank	Per Cent
177	7	105	60	58	32	14	8
284	8	184	66	78	28	18	6
374	9	238	64	115	32	21	4
Total No. Students	Grade	BASEBALL TEAM					
		Number Yes	Per Cent	Number No	Per Cent	Number Blank	Per Cent
177	7	122	69	45	25	10	6
284	8	203	72	63	22	18	6
374	9	272	73	80	21	22	6
Total No. Students	Grade	BASKETBALL					
		Number Yes	Per Cent	Number No	Per Cent	Number Blank	Per Cent
177	7	54	30	94	53	29	17
284	8	89	31	143	51	52	18
374	9	111	30	186	50	77	20
Total No. Students	Grade	OTHER TEAMS					
		Number Yes	Per Cent	Number No	Per Cent	Number Blank	Per Cent
177	7	61	35	116	65		
284	8	109	38	175	62		
374	9	129	35	245	65		

Table VIII showed that for neighborhood athletic teams baseball had the highest per cent with 69 per cent in the seventh, 72 per cent in the eighth and 73 per cent in the ninth. Football was second with 60 per cent in the seventh, 66 per cent in the eighth and 64 per cent in the ninth. Basketball was third with 35 per cent in the seventh, 38 per cent in the eighth and also 35 per cent in the ninth.

This shows that students will go outside of school for their athletic sports if not given in school where they should be given due to the advantage of supervision and instructions in these sports.

Under the heading of other teams Ice Hockey was highest in all three grades. If this questionnaire was used again I would include Ice Hockey as a neighborhood team in order to get the correct per cent for this sport.

TABLE IX TIME IN MINUTES THAT IT TAKES FOR STUDENTS TO ARRIVE HOME AFTER SCHOOL

	TIME TO ARRIVE HOME FROM SCHOOL					
	Grade 7 (177) Students		Grade 8 (284) Students		Grade 9 (374) Students	
Minutes	Number	Per Cent	Number	Per Cent	Number	Per Cent
15	13	7	19	7	26	7
30	47	26	77	27	108	29
45	78	44	130	46	171	46
60	22	12	40	14	47	13
1 Hr. 15	9	6	10	4	10	3
1 Hr. 30	7	4	4	1	5	1
Blank	1	1	4	1	7	1

Table IX. Almost one half of the students take about 45 minutes to arrive home after school. The exact percentage is 44 per cent for seventh and 46 per cent for the eighth and ninth grades. The second

Table VIII showed that for neighborhood athletic teams baseball had the highest per cent with 69 per cent in the seventh, 72 per cent in the eighth and 73 per cent in the ninth. Football was second with 60 per cent in the seventh, 66 per cent in the eighth and 64 per cent in the ninth. Basketball was third with 35 per cent in the seventh, 38 per cent in the eighth and also 35 per cent in the ninth. This shows that students will go outside of school for their athletic sports if not given in school where they should be given due to the advantage of supervision and instruction in these sports.

Under the heading of other teams ice hockey was highest in all three grades. If this questionnaire was used again I would include ice hockey as a neighborhood team in order to get the correct per cent for this sport.

TABLE IX. THE 15 MINUTES THAT IT TAKES FOR STUDENTS TO ARRIVE HOME AFTER SCHOOL

TIME TO ARRIVE HOME FROM SCHOOL					
Grade V (124) Students		Grade IV (134) Students		Grade V (124) Students	
Minutes	Number	Per Cent	Number	Per Cent	Minutes
15	13	7	19	7	7
20	47	38	77	37	29
45	78	64	130	46	46
60	33	13	40	14	13
1 hr. 15	8	6	10	4	3
1 hr. 30	7	4	4	1	1
Blank	1	1	4	1	1

Table IX. Almost one half of the students take about 45 minutes to arrive home after school. The exact percentage is 44 per cent for seventh and 46 per cent for the eighth and ninth grades. The second

highest percentage for the time it took to arrive home after school was 30 minutes, and this percentage showed 26 per cent in the seventh, 27 per cent in the eighth and 29 per cent in the ninth.

TABLE X THE NUMBER OF AFTERNOONS EACH WEEK STUDENTS WOULD ENJOY
PLAYING INTRAMURALS

	Grade 7 (177) Students		Grade 8 (284) Students		Grade 9 (374) Students	
Afternoons	Number	Per Cent	Number	Per Cent	Number	Per Cent
1	20	11	34	12	69	18
2	52	30	85	30	120	32
3	40	23	83	29	95	26
4	15	8	16	6	15	4
5	25	14	35	12	19	5
None	18	10	22	8	43	11
Blank	7	4	9	3	13	4

Table X. This table showed that two and three afternoons each week were preferred by each grade for intramurals. The percentages were 30 per cent in the seventh and eighth grades and two per cent higher in the ninth grade with 32 per cent, for two afternoons each week. For three afternoons each week the percentage was 23 in the seventh, 29 in the eighth and 26 in the ninth.

By giving the definite day for the student to check for intramurals each week instead of just listing the number of days from 1-5 would give a definite per cent that would be interested for a definite day.

PLAYING FOR COMPETITION IN INTRAMURAL SPORTS. The following table

TABLE XI THE AMOUNT OF TIME IN MINUTES THE STUDENT WOULD HAVE TO
PLAY INTRAMURALS AFTER SCHOOL

	Grade 7 (177) Students		Grade 8 (284) Students		Grade 9 (374) Students	
Minutes	Number	Per Cent	Number	Per Cent	Number	Per Cent
30	5	3	11	4	23	6
45	19	11	20	7	25	7
60	36	20	56	20	81	22
1 Hr.15	19	11	31	11	33	10
1 Hr.30	77	43	141	50	160	43
Blank	21	12	24	8	46	12

Table XI One hour and thirty minutes was the time chosen by all three grades as the amount of time they would have to play intramurals after school. The percentages were 43 per cent in the seventh, 50 per cent in the eighth and 43 per cent in the ninth.

TABLE XII THE NUMBER OF STUDENTS THAT WOULD AND WOULD NOT HAVE TIME
FOR INTRAMURALS ON SATURDAY.

Students	Grade	INTRAMURALS ON SATURDAY					
		Number Yes	Per Cent	Number No	Per Cent	Blank	Per Cent
177	7	85	48	84	47	8	5
284	8	135	47	141	49	8	4
374	9	130	35	225	60	16	5

Table XII Showed that the seventh and eighth grade had a higher per cent for intramurals on Saturday than the ninth grade. This interest was in the following order, 48 per cent in the seventh, 47 per cent in the eighth and 35 per cent in the ninth.

REASONS FOR COMPETING IN INTRAMURAL SPORTS. The following ten

TABLE XI THE AMOUNT OF TIME IN MINUTES THE STUDENT WOULD HAVE TO
PLAY INSTRUMENTALS AFTER SCHOOL

Minutes	Grade 7 (177) Students		Grade 8 (284) Students		Grade 9 (374) Students	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
30	5	3	11	4	32	8
45	19	11	20	7	32	7
60	36	20	36	20	81	22
1 Hr. 15	19	11	31	11	32	10
1 Hr. 30	77	43	141	50	160	43
Blank	31	18	24	8	46	12

Table XI One hour and thirty minutes was the time chosen by all

these grades as the amount of time they would have to play instru-
mentals after school. The percentages were 43 per cent in the seventh,
30 per cent in the eighth and 43 per cent in the ninth.

TABLE XII THE NUMBER OF STUDENTS THAT WOULD AND WOULD NOT HAVE TIME
FOR INSTRUMENTALS ON SATURDAY.

Students	Grade	INSTRUMENTALS ON SATURDAY				Per Cent
		Number Yes	Per Cent	Number No	Per Cent	
177	7	85	48	94	47	5
284	8	135	47	141	49	4
374	9	130	35	244	65	5

Table XII Shows that the seventh and eighth grade had a higher

per cent for instrumentals on Saturday than the ninth grade. This in-
terest was in the following order, 48 per cent in the seventh, 47 per-
cent in the eighth and 35 per cent in the ninth.

REASONS FOR CHOOSING IN INSTRUMENTAL SPORTS. The following ten

statements were also added to page two of the questionnaire to find out the students strongest reason for competing in intramural sports, and the students were requested to answer all ten questions in the order of their own preference. The tables XIII - XXII and graphs I - X give these results.

- A ____ To keep physically fit
- B ____ Because some sports can be enjoyed through-out life
- C ____ Helps you to develop a sense of fair play and sportsmanship
- D ____ To win new friends
- E ____ Because it is recreational, competitive and fun
- F ____ To receive instructions in sports
- G ____ So you will be able to participate in college sports
- H ____ Helps relax your mind from studies
- I ____ To develop and perfect skills and coordination in sports
- J ____ Because of the valuable background intramural sports give me

TABLE XIII SHOWS THE ORDER OF PREFERENCE THAT STUDENTS GAVE TO
LETTER A "TO KEEP PHYSICALLY FIT."

CHOICE	1		2		3		4		5		6		7		8		9		10		BLANK	
	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC
GRADE 7 177Students	41	23	27	15	17	10	16	9	17	10	10	6	8	4	0	0	5	3	5	3	31	17
GRADE 8 284Students	69	24	46	16	39	14	26	9	19	7	9	3	11	4	5	2	6	2	5	2	49	17
GRADE 9 374Students	74	20	79	21	49	13	32	9	29	8	17	5	9	2	12	3	14	4	5	1	54	14

Table XIII and Graph I show clearly that all the grades questioned gave high preference to question A "To keep physically fit."

TABLE XIV SHOWS THE ORDER OF PREFERENCE THAT STUDENTS GAVE TO
LETTER B "BECAUSE SOME SPORTS CAN BE ENJOYED
THROUGH-OUT LIFE."

CHOICE	1		2		3		4		5		6		7		8		9		10		BLANK	
	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC
GRADE 7 177Students	7	4	8	4	12	8	9	5	15	8	16	9	19	11	16	9	20	11	20	11	35	20
GRADE 8 284Students	6	2	13	5	11	4	25	9	18	6	24	8	30	11	28	10	27	10	41	14	61	21
GRADE 9 374Students	7	2	23	6	22	6	24	6	35	10	40	11	42	11	39	11	43	11	37	10	62	16

Table XIV and Graph II show a marked lack of preference in all grades in question B "Because some sports can be enjoyed through-out life."

TABLE XV SHOWS THE ORDER OF PREFERENCE THAT THE STUDENTS GAVE TO
LETTER C "HELPS YOU TO DEVELOP A SENSE OF FAIR PLAY AND
SPORTSMANSHIP."

CHOICE	1		2		3		4		5		6		7		8		9		10		BLANK	
	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC
GRADE 7 177Students	31	17	23	13	18	10	17	10	15	8	19	11	11	6	6	3	6	3	4	2	27	15
GRADE 8 284Students	40	14	37	13	36	13	33	12	24	8	19	7	12	4	14	5	11	4	8	3	50	17
GRADE 9 374Students	56	14	39	11	34	9	45	12	38	11	41	11	29	8	17	4	13	3	3	1	59	16

Table XV and Graph III shows that all grades had a reasonable high preference for question C "Helps you to develop a sense of fair play and sportsmanship."

TABLE IV. Results of the first 10 trials of the experiment.

TABLE V. Results of the last 10 trials of the experiment.

TABLE VI. Results of the last 10 trials of the experiment.

Order	1	2	3	4	5	6	7	8	9	10	11	12
1	10	10	10	10	10	10	10	10	10	10	10	10
2	10	10	10	10	10	10	10	10	10	10	10	10
3	10	10	10	10	10	10	10	10	10	10	10	10
4	10	10	10	10	10	10	10	10	10	10	10	10
5	10	10	10	10	10	10	10	10	10	10	10	10
6	10	10	10	10	10	10	10	10	10	10	10	10
7	10	10	10	10	10	10	10	10	10	10	10	10
8	10	10	10	10	10	10	10	10	10	10	10	10
9	10	10	10	10	10	10	10	10	10	10	10	10
10	10	10	10	10	10	10	10	10	10	10	10	10

TABLE VII. Results of the last 10 trials of the experiment.

TABLE VIII. Results of the last 10 trials of the experiment.

TABLE IX. Results of the last 10 trials of the experiment.

TABLE X. Results of the last 10 trials of the experiment.

Order	1	2	3	4	5	6	7	8	9	10	11	12
1	10	10	10	10	10	10	10	10	10	10	10	10
2	10	10	10	10	10	10	10	10	10	10	10	10
3	10	10	10	10	10	10	10	10	10	10	10	10
4	10	10	10	10	10	10	10	10	10	10	10	10
5	10	10	10	10	10	10	10	10	10	10	10	10
6	10	10	10	10	10	10	10	10	10	10	10	10
7	10	10	10	10	10	10	10	10	10	10	10	10
8	10	10	10	10	10	10	10	10	10	10	10	10
9	10	10	10	10	10	10	10	10	10	10	10	10
10	10	10	10	10	10	10	10	10	10	10	10	10

TABLE XI. Results of the last 10 trials of the experiment.

TABLE XVI SHOWS THE ORDER OF PREFERENCE THAT THE STUDENTS GAVE TO
LETTER D "TO WIN NEW FRIENDS."

CHOICE	1		2		3		4		5		6		7		8		9		10		BLANK	
	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC
GRADE 7 177Students	10	6	19	10	16	9	21	12	16	9	10	6	15	8	10	6	8	4	17	10	35	20
GRADE 8 284Students	10	4	21	7	24	8	30	11	21	7	28	10	21	7	30	11	31	11	14	5	54	19
GRADE 9 374Students	14	4	25	7	31	8	28	7	40	11	31	8	37	10	46	12	32	9	34	9	56	15

Table XVI and Graph IV shows a low average value in all grades
for question D "To win new friends."

TABLE XVII SHOWS THE ORDER OF PREFERENCE THAT THE STUDENTS GAVE
TO LETTER E "BECAUSE IT IS RECREATIONAL, COMPETITIVE
AND FUN."

CHOICE	1		2		3		4		5		6		7		8		9		10		BLANK	
	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC
GRADE 7 177Students	22	13	11	6	17	10	6	3	14	8	21	12	19	11	16	9	9	5	8	4	34	19
GRADE 8 284Students	52	19	32	11	22	8	29	10	25	9	18	6	23	8	11	4	18	6	7	2	47	17
GRADE 9 374Students	64	17	39	10	36	10	34	9	23	6	38	10	53	14	21	6	20	5	11	3	35	10

Table XVII and Graph V shows that all grades have a fairly
high preference for question E "Because it is recreational com-
petitive and fun."

TABLE XVI SHOWS THE ORDER OF REPERCUSSION THAT THE STUDENTS GAVE TO

LETTER D "TO WIN NEW FRIENDS."

GRADE	1	2	3	4	5	6	7	8	9	10	BLANK
GRADE 7	10	8	12	12	9	12	12	12	12	12	12
GRADE 8	10	4	12	12	8	12	12	12	12	12	12
GRADE 9	12	4	12	12	8	12	12	12	12	12	12
GRADE 10	12	4	12	12	8	12	12	12	12	12	12

Table XVI and Graph IV shows a low average value in all grades

for question D "To win new friends."

TABLE XVII SHOWS THE ORDER OF REPERCUSSION THAT THE STUDENTS GAVE

TO LETTER E "BECAUSE IT IS RECREATIONAL, CONVERSATIVE

AND FUN."

GRADE	1	2	3	4	5	6	7	8	9	10	BLANK
GRADE 7	12	12	12	12	12	12	12	12	12	12	12
GRADE 8	12	12	12	12	12	12	12	12	12	12	12
GRADE 9	12	12	12	12	12	12	12	12	12	12	12
GRADE 10	12	12	12	12	12	12	12	12	12	12	12

Table XVII and Graph V shows that all grades have a fairly

high preference for question E "Because it is recreational and

positive and fun."

TABLE XVIII SHOWS THE ORDER OF PREFERENCE THAT THE STUDENTS GAVE
TO LETTER F "TO RECEIVE INSTRUCTIONS IN SPORTS."

CHOICE	1		2		3		4		5		6		7		8		9		10		BLANK	
	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC
GRADE 7 177Students	6	3	14	8	8	4	10	6	10	6	15	8	20	11	19	11	18	10	18	10	39	23
GRADE 8 284Students	4	1	17	6	20	7	14	5	29	10	30	11	42	14	26	9	27	10	23	8	52	19
GRADE 9 374Students	20	5	15	4	28	7	33	9	39	10	32	9	43	11	38	11	36	10	31	8	59	16

Table XVIII and Graph VI shows in all grades a preference slightly less than average with no marked indication for question F "To receive instructions in sports."

TABLE XIX SHOWS THE ORDER OF PREFERENCE THAT THE STUDENTS GAVE TO
LETTER G "SO YOU WILL BE ABLE TO PARTICIPATE IN
COLLEGE SPORTS."

CHOICE	1		2		3		4		5		6		7		8		9		10		BLANK	
	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC
GRADE 7 177Students	10	6	9	5	8	4	8	4	17	10	10	6	11	6	27	15	18	10	23	13	38	21
GRADE 8 284Students	17	6	9	3	15	6	8	3	17	6	27	10	28	10	33	12	29	10	41	14	60	21
GRADE 9 374Students	12	3	21	6	28	7	27	7	22	6	12	3	31	8	36	10	54	15	71	19	60	16

Table XIX and Graph VII shows a low preference factor for all grades and particularly grade 9 for question G "So you will be able to participate in college sports."

TABLE XVII SHOWS THE ORDER OF PREFERENCE THAT THE STUDENTS GAVE TO LETTER F "TO RECEIVE INSTRUCTIONS IN SPORTS."

CHOICE	1	2	3	4	5	6	7	8	9	10	BLANK
GRADE 5 Students	20	5	15	4	28	7	33	9	39	10	32
GRADE 4 Students	4	1	17	3	30	7	14	3	32	10	30
GRADE 3 Students	5	3	14	5	3	4	10	3	10	3	15
GRADE 2 Students	5	3	14	5	3	4	10	3	10	3	15
GRADE 1 Students	5	3	14	5	3	4	10	3	10	3	15
GRADE 0 Students	5	3	14	5	3	4	10	3	10	3	15

Table XVII and Graph VI shows in all grades a preference slightly less than average with no marked indication for question F "To receive instructions in sports."

TABLE XIX SHOWS THE ORDER OF PREFERENCE THAT THE STUDENTS GAVE TO LETTER G "DO YOU WILL BE ABLE TO PARTICIPATE IN COLLEGE SPORTS?"

CHOICE	1	2	3	4	5	6	7	8	9	10	BLANK
GRADE 5 Students	10	6	9	5	8	4	8	4	17	10	10
GRADE 4 Students	14	6	9	5	8	4	8	4	17	10	10
GRADE 3 Students	14	6	9	5	8	4	8	4	17	10	10
GRADE 2 Students	14	6	9	5	8	4	8	4	17	10	10
GRADE 1 Students	14	6	9	5	8	4	8	4	17	10	10
GRADE 0 Students	14	6	9	5	8	4	8	4	17	10	10

Table XIX and Graph VII shows a low preference factor for all grades and particularly grade 5 for question G "Do you will be able to participate in college sports?"

TABLE XX SHOWS THE ORDER OF PREFERENCE THAT THE STUDENTS GAVE TO
LETTER H "HELPS RELAX YOUR MIND FROM STUDIES."

CHOICE	1		2		3		4		5		6		7		8		9		10		BLANK	
	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC
GRADE 7 177Students	17	10	20	11	21	12	14	8	14	8	16	9	7	4	9	5	10	6	13	7	38	20
GRADE 8 284Students	18	6	30	11	29	10	31	11	31	11	20	7	22	8	17	6	17	6	16	5	53	19
GRADE 9 374Students	51	14	42	11	39	10	44	12	40	11	34	9	19	5	20	5	18	5	21	6	46	12

Table XX and Graph VIII shows a relatively high preference factor for grade 9 average for grade 7 and low for grade 8 with reference to question H "Helps relax your mind from studies."

TABLE XXI SHOWS THE ORDER OF PREFERENCE THAT THE STUDENTS GAVE TO
LETTER I "TO DEVELOP AND PERFECT SKILLS AND COORDINATION
IN SPORTS."

CHOICE	1		2		3		4		5		6		7		8		9		10		BLANK	
	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC
GRADE 7 177Students	14	8	17	10	20	11	21	12	10	6	17	10	14	8	8	4	13	7	7	4	37	20
GRADE 8 284Students	35	13	26	9	31	11	18	6	22	8	27	10	26	9	20	7	21	7	7	2	51	18
GRADE 9 374Students	46	12	35	9	43	12	37	10	41	11	34	9	37	10	25	7	16	4	5	1	55	15

Table XXI and Graph IX shows a very close and moderately high preference factor of all grades for question I "To develop and perfect skills and coordination in sports."

TABLE XI SHOWS THE ORDER OF PREFERENCE THAT THE STUDENTS GAVE TO

LETTER H "HELPS RELAX YOUR MIND FROM STUDIES."

CHOICE	1	2	3	4	5	6	7	8	9	10	BLANK		
	NO PG NO	PG NO	PG NO	PG NO	PG NO	PG NO	PG NO	PG NO	PG NO	PG NO	PG NO		
GRADE 7 177 students	14	10	20	11	21	12	14	8	15	9	7	28	30
GRADE 8 284 students	18	8	30	11	23	10	31	11	20	7	22	8	19
GRADE 9 374 students	21	14	42	11	38	10	44	12	40	11	34	9	19

Table XI and Graph VII show a relatively high preference factor for grade 9 average for grade 7 and low for grade 8 with reference to question H "Helps relax your mind from studies."

TABLE XII SHOWS THE ORDER OF PREFERENCE THAT THE STUDENTS GAVE TO
LETTER I "TO DEVELOP AND PERFECT SKILLS AND COORDINATION
IN SPORTS."

CHOICE	1	2	3	4	5	6	7	8	9	10	BLANK				
GRADE 7 177 students	14	8	17	10	20	11	21	12	14	8	15	9	7	28	30
GRADE 8 284 students	22	13	26	9	21	11	18	6	23	8	27	10	35	9	20
GRADE 9 374 students	42	12	35	9	43	12	37	10	41	11	34	9	37	10	32

Table XII and Graph IX show a very close and moderately high preference factor of all grades for question I "To develop and perfect skills and coordination in sports."

TABLE XXII SHOWS THE ORDER OF PREFERENCE THE STUDENTS GAVE TO
 LETTER J "BECAUSE OF THE VALUABLE BACKGROUND INTRA-
 MURAL SPORTS, GIVE ME."

CHOICE	1		2		3		4		5		6		7		8		9		10		BLANK	
	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC	NO	PC
GRADE 7 177Students	2	1	4	2	9	5	18	10	9	5	7	4	15	9	25	14	28	16	22	13	38	21
GRADE 8 284Students	0	0	4	1	6	2	15	6	26	9	25	9	14	5	41	14	33	12	58	20	62	22
GRADE 9 374Students	3	1	7	2	11	3	11	3	15	4	34	9	26	7	52	14	64	17	85	23	66	17

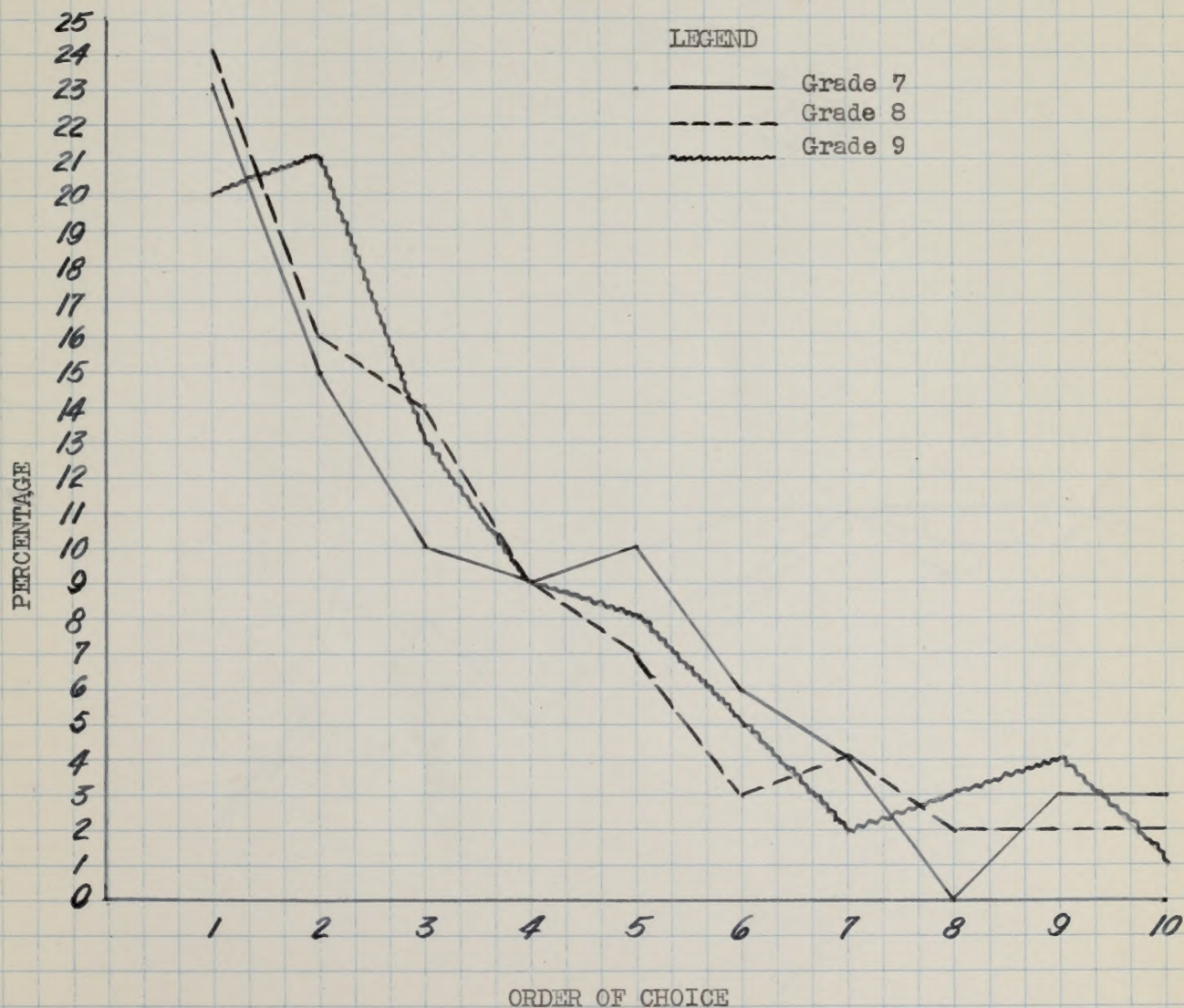
Table XXII and Graph X shows an extremely low factor of preference of all grades for question J "Because of the valuable background intramural sports, give me."

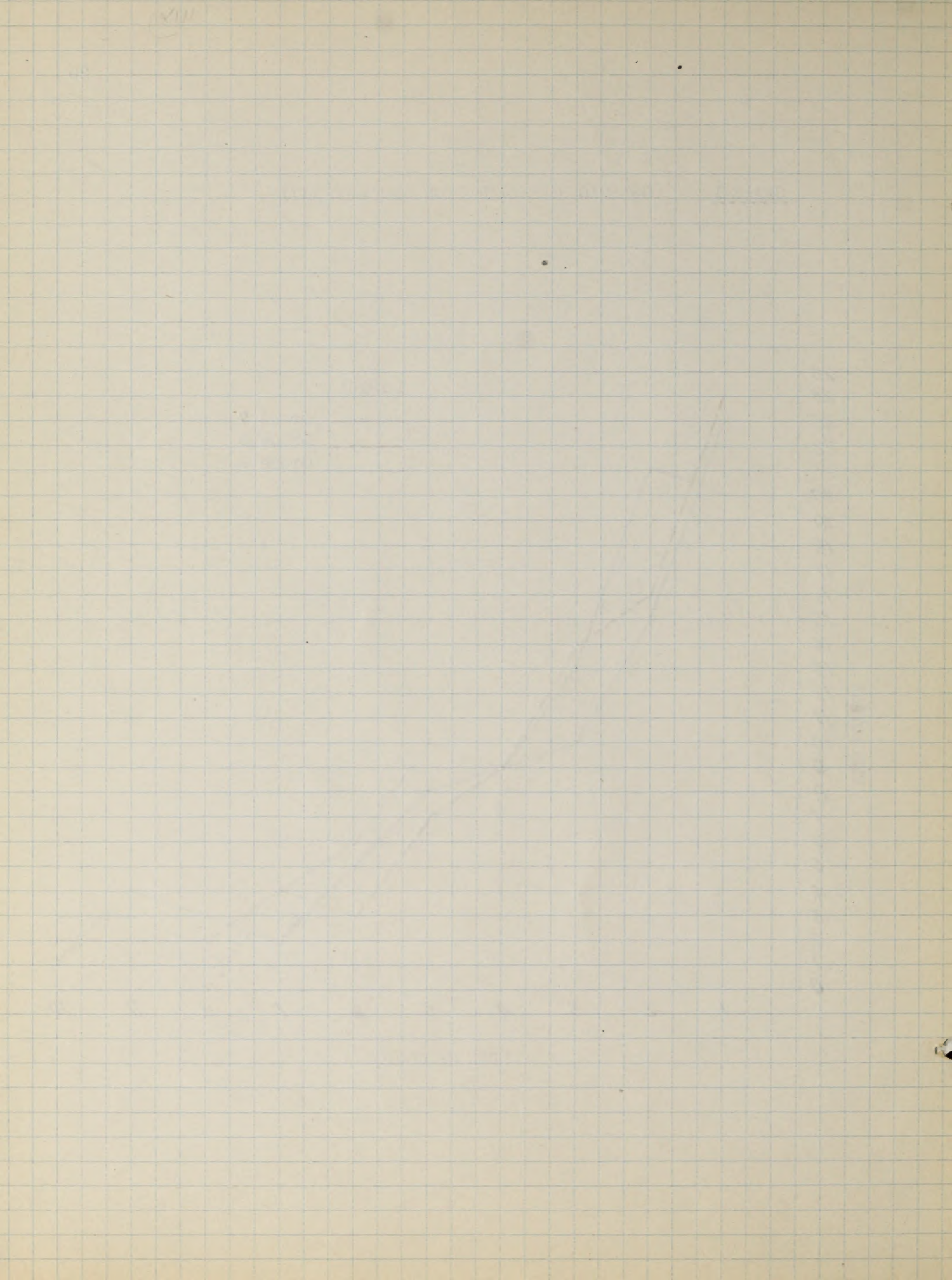
THE BOARD OF DIRECTORS OF THE
UNITED STATES OF AMERICA
WASHINGTON, D.C.

1917	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	2101	2102	2103	2104	2105	2106	2107	2108	2109	2110	2111	2112	2113	2114	2115	2116	2117	2118	2119	2120	2121	2122	2123	2124	2125	2126	2127	2128	2129	2130	2131	2132	2133	2134	2135	2136	2137	2138	2139	2140	2141	2142	2143	2144	2145	2146	2147	2148	2149	2150	2151	2152	2153	2154	2155	2156	2157	2158	2159	2160	2161	2162	2163	2164	2165	2166	2167	2168	2169	2170	2171	2172	2173	2174	2175	2176	2177	2178	2179	2180	2181	2182	2183	2184	2185	2186	2187	2188	2189	2190	2191	2192	2193	2194	2195	2196	2197	2198	2199	2200	2201	2202	2203	2204	2205	2206	2207	2208	2209	2210	2211	2212	2213	2214	2215	2216	2217	2218	2219	2220	2221	2222	2223	2224	2225	2226	2227	2228	2229	2230	2231	2232	2233	2234	2235	2236	2237	2238	2239	2240	2241	2242	2243	2244	2245	2246	2247	2248	2249	2250	2251	2252	2253	2254	2255	2256	2257	2258	2259	2260	2261	2262	2263	2264	2265	2266	2267	2268	2269	2270	2271	2272	2273	2274	2275	2276	2277	2278	2279	2280	2281	2282	2283	2284	2285	2286	2287	2288	2289	2290	2291	2292	2293	2294	2295	2296	2297	2298	2299	2300	2301	2302	2303	2304	2305	2306	2307	2308	2309	2310	2311	2312	2313	2314	2315	2316	2317	2318	2319	2320	2321	2322	2323	2324	2325	2326	2327	2328	2329	2330	2331	2332	2333	2334	2335	2336	2337	2338	2339	2340	2341	2342	2343	2344	2345	2346	2347	2348	2349	2350	2351	2352	2353	2354	2355	2356	2357	2358	2359	2360	2361	2362	2363	2364	2365	2366	2367	2368	2369	2370	2371	2372	2373	2374	2375	2376	2377	2378	2379	2380	2381	2382	2383	2384	2385	2386	2387	2388	2389	2390	2391	2392	2393	2394	2395	2396	2397	2398	2399	2400	2401	2402	2403	2404	2405	2406	2407	2408	2409	2410	2411	2412	2413	2414	2415	2416	2417	2418	2419	2420	2421	2422	2423	2424	2425	2426	2427	2428	2429	2430	2431	2432	2433	2434	2435	2436	2437	2438	2439	2440	2441	2442	2443	2444	2445	2446	2447	2448	2449	2450	2451	2452	2453	2454	2455	2456	2457	2458	2459	2460	2461	2462	2463	2464	2465	2466	2467	2468	2469	2470	2471	2472	2473	2474	2475	2476	2477	2478	2479	2480	2481	2482	2483	2484	2485	2486	2487	2488	2489	2490	2491	2492	2493	2494	2495	2496	2497	2498	2499	2500	2501	2502	2503	2504	2505	2506	2507	2508	2509	2510	2511	2512	2513	2514	2515	2516	2517	2518	2519	2520	2521	2522	2523	2524	2525	2526	2527	2528	2529	2530	2531	2532	2533	2534	2535	2536	2537	2538	2539	2540	2541	2542	2543	2544	2545	2546	2547	2548	2549	2550	2551	2552	2553	2554	2555	2556	2557	2558	2559	2560	2561	2562	2563	2564	2565	2566	2567	2568	2569	2570	2571	2572	2573	2574	2575	2576	2577	2578	2579	2580	2581	2582	2583	2584	2585	2586	2587	2588	2589	2590	2591	2592	2593	2594	2595	2596	2597	2598	2599	2600	2601	2602	2603	2604	2605	2606	2607	2608	2609	2610	2611	2612	2613	2614	2615	2616	2617	2618	2619	2620	2621	2622	2623	2624	2625	2626	2627	2628	2629	2630	2631	2632	2633	2634	2635	2636	2637	2638	2639	2640	2641	2642	2643	2644	2645	2646	2647	2648	2649	2650	2651	2652	2653	2654	2655	2656	2657	2658	2659	2660	2661	2662	2663	2664	2665	2666	2667	2668	2669	2670	2671	2672	2673	2674	2675	2676	2677	2678	2679	2680	2681	2682	2683	2684	2685	2686	2687	2688	2689	2690	2691	2692	2693	2694	2695	2696	2697	2698	2699	2700	2701	2702	2703	2704	2705	2706	2707	2708	2709	2710	2711	2712	2713	2714	2715	2716	2717	2718	2719	2720	2721	2722	2723	2724	2725	2726	2727	2728	2729	2730	2731	2732	2733	2734	2735	2736	2737	2738	2739	2740	2741	2742	2743	2744	2745	2746	2747	2748	2749	2750	2751	2752	2753	2754	2755	2756	2757	2758	2759	2760	2761	2762	2763	2764	2765	2766	2767	2768	2769	2770	2771	2772	2773	2774	2775	2776	2777	2778	2779	2780	2781	2782	2783	2784	2785	2786	2787	2788	2789	2790	2791	2792	2793	2794	2795	2796	2797	2798	2799	2800	2801	2802	2803	2804	2805	2806	2807	2808	2809	2810	2811	2812	2813	2814	2815	2816	2817	2818	2819	2820	2821	2822	2823	2824	2825	2826	2827	2828	2829	2830	2831	2832	2833	2834	2835	2836	2837	2838	2839	2840	2841	2842	2843	2844	2845	2846	2847	2848	2849	2850	2851	2852	2853	2854	2855	2856	2857	2858	2859	2860	2861	2862	2863	2864	2865	2866	2867	2868	2869	2870	2871	2872	2873	2874	2875	2876	2877	2878	2879	2880	2881	2882	2883	2884	2885	2886	2887	2888	2889	2890	2891	2892	2893	2894	2895	2896	2897	2898	2899	2900	2901	2902	2903	2904	2905	2906	2907	2908	2909	2910	2911	2912	2913	2914	2915	2916	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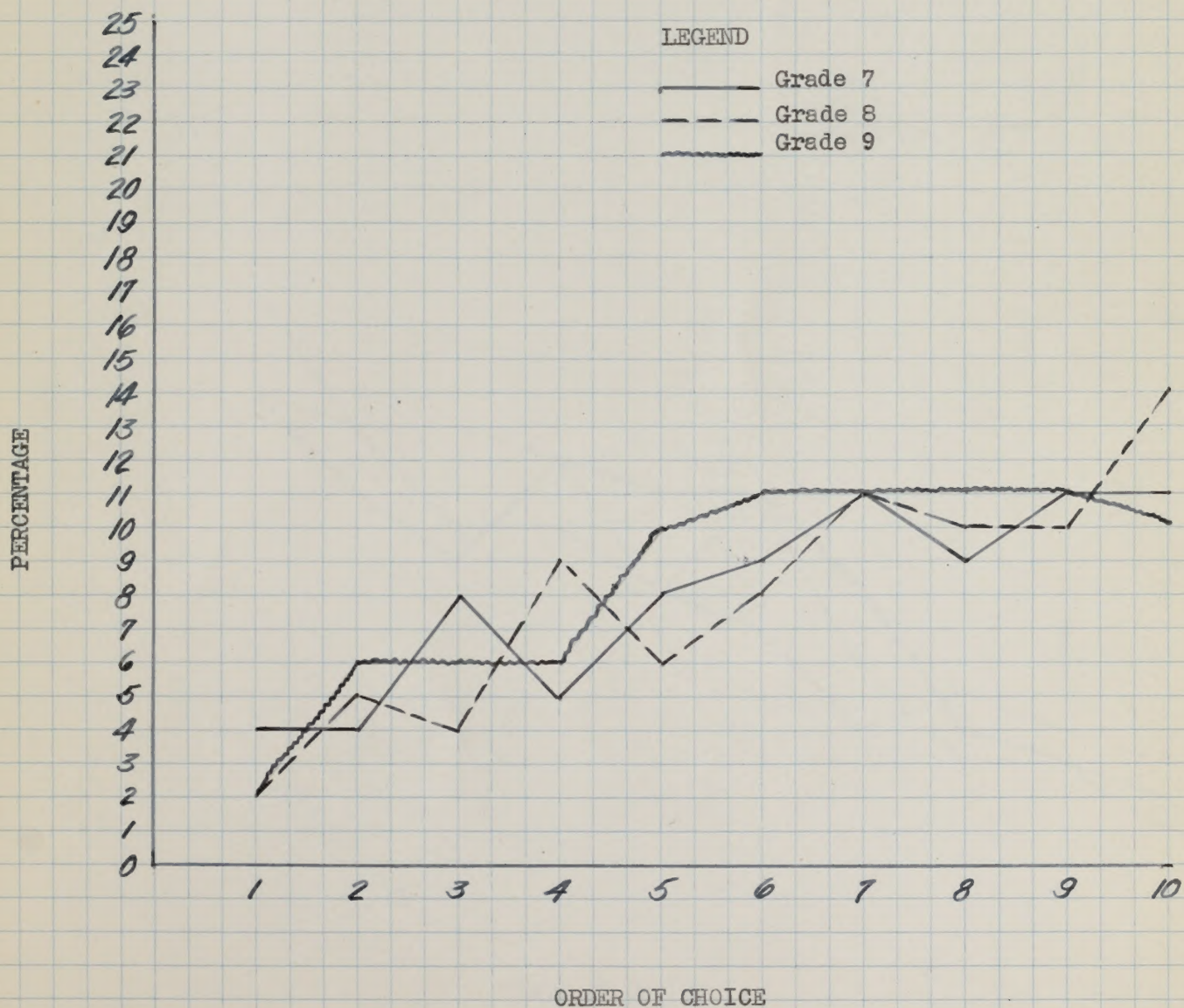
GRAPH I

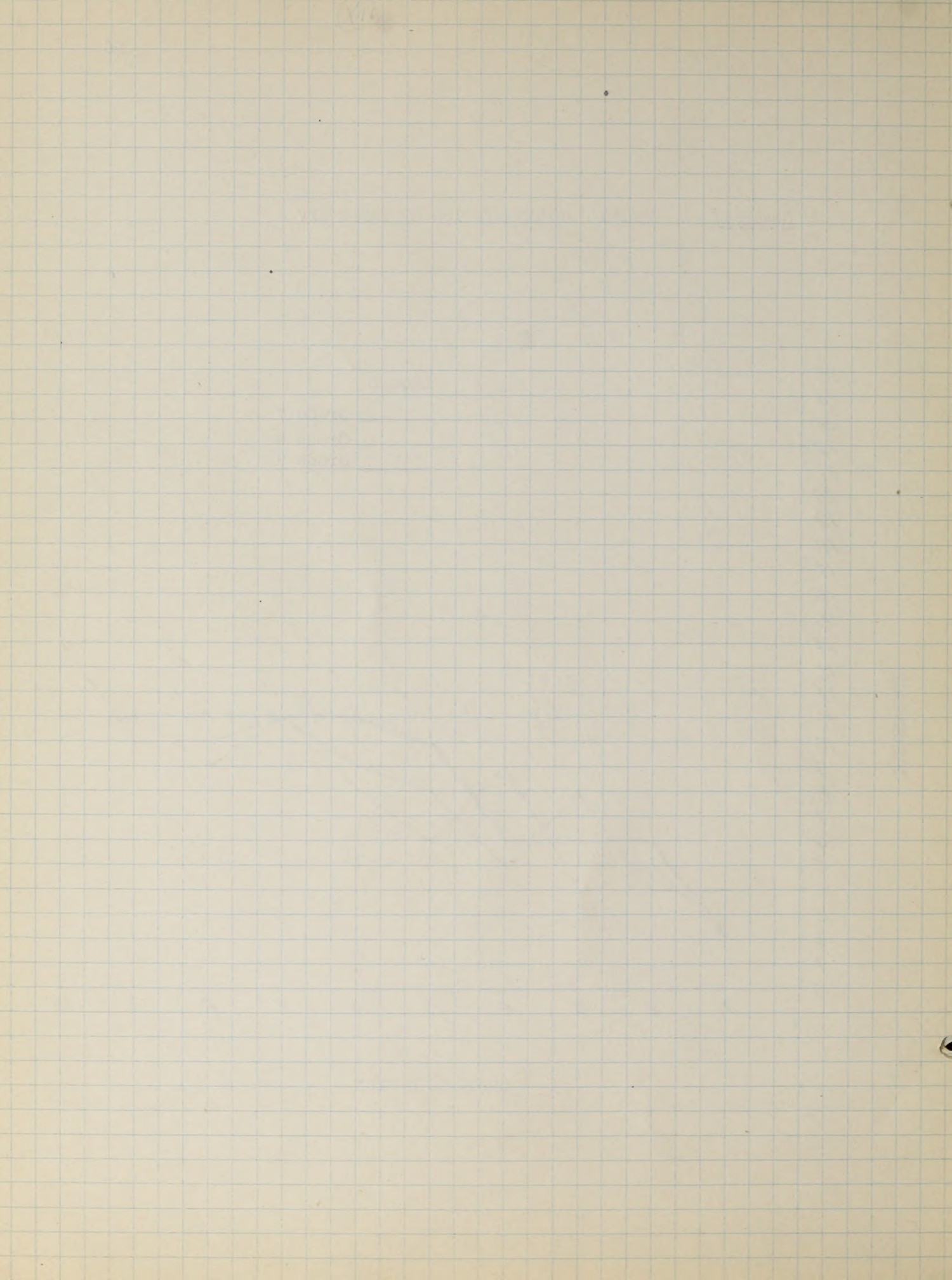
GRAPHIC REPRESENTATION OF TABLE XIII



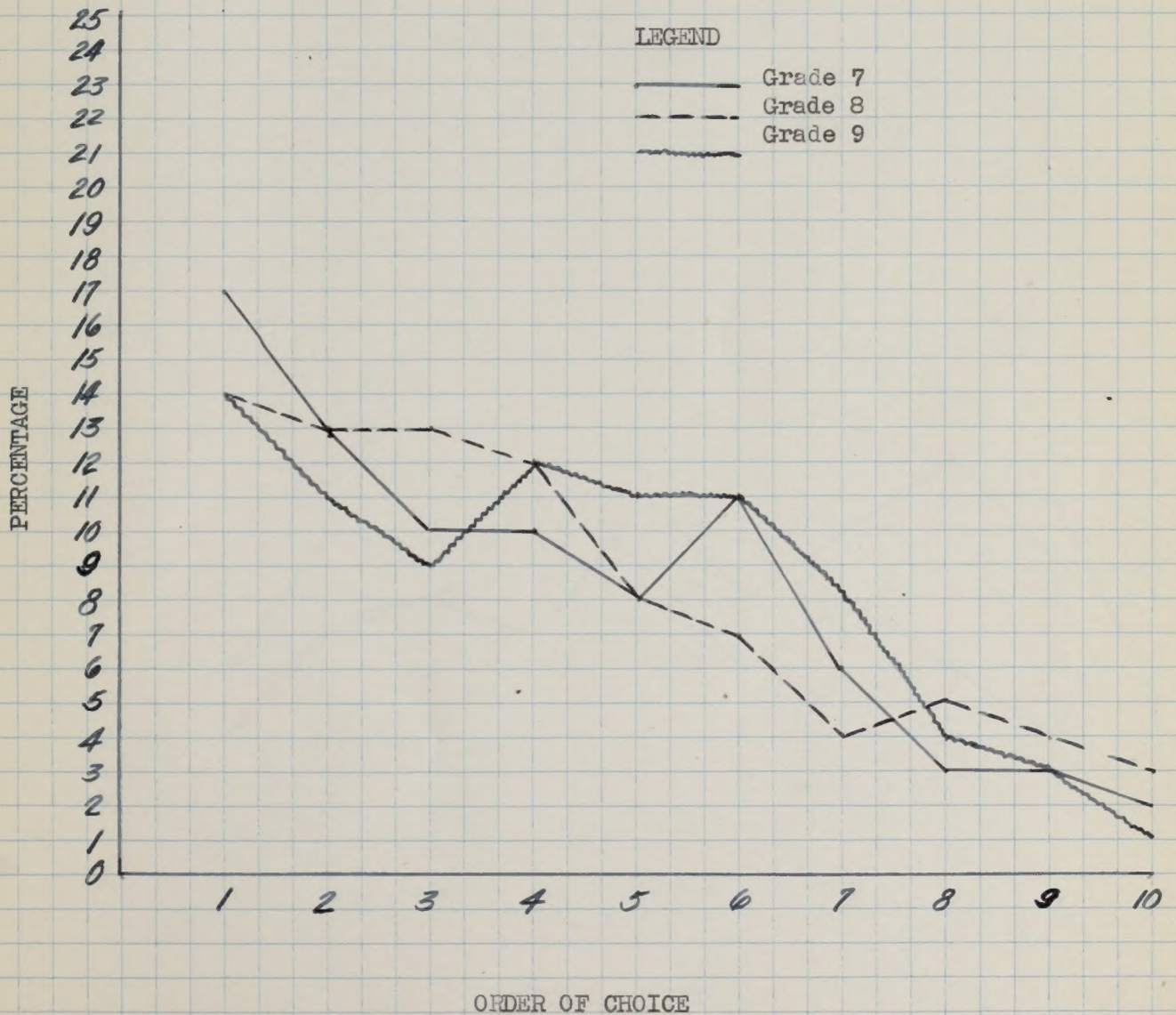


GRAPH II GRAPHIC REPRESENTATION OF TABLE XIV

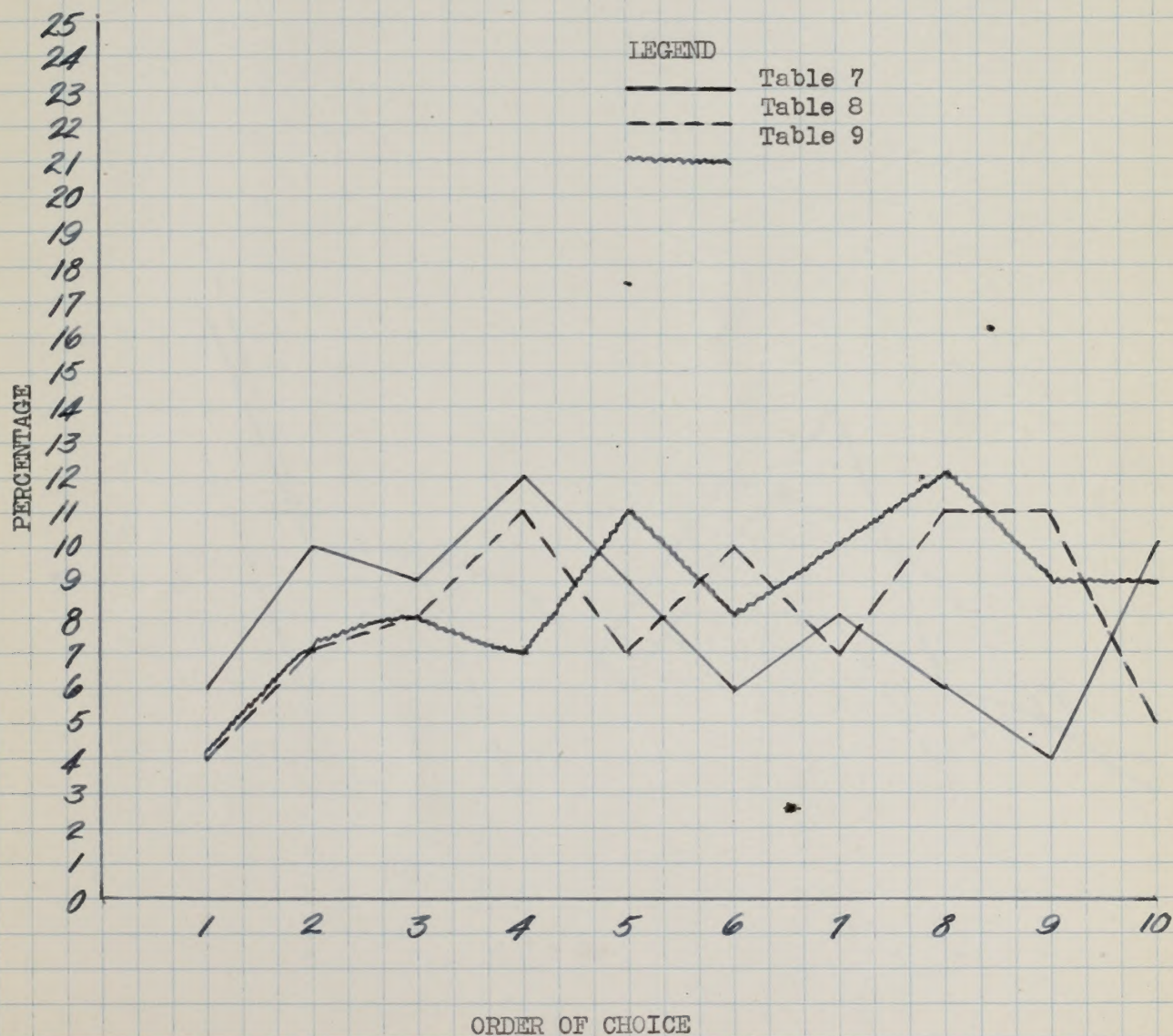




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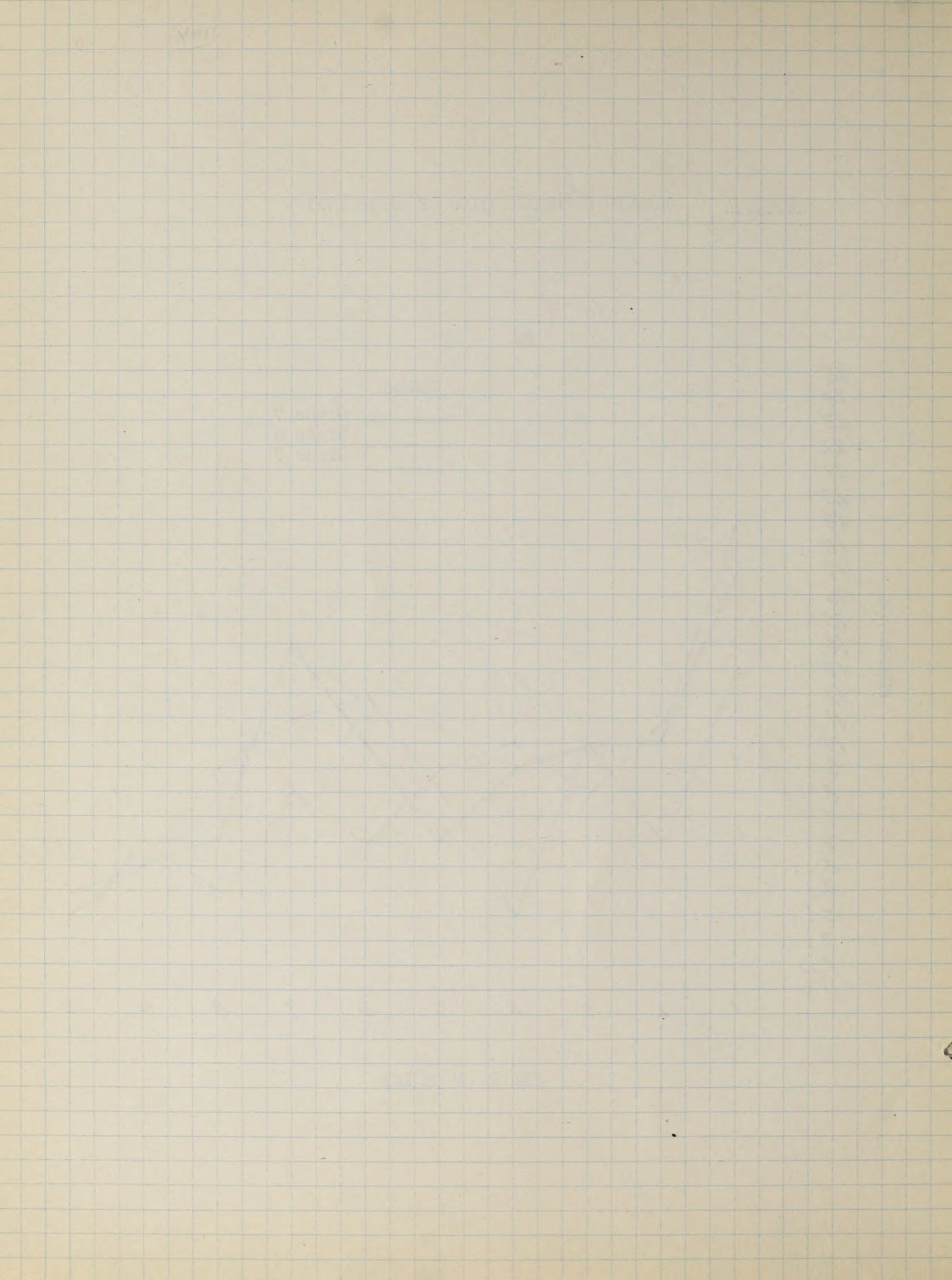


GRAPH IV GRAPHIC REPRESENTATION OF TABLE XVI

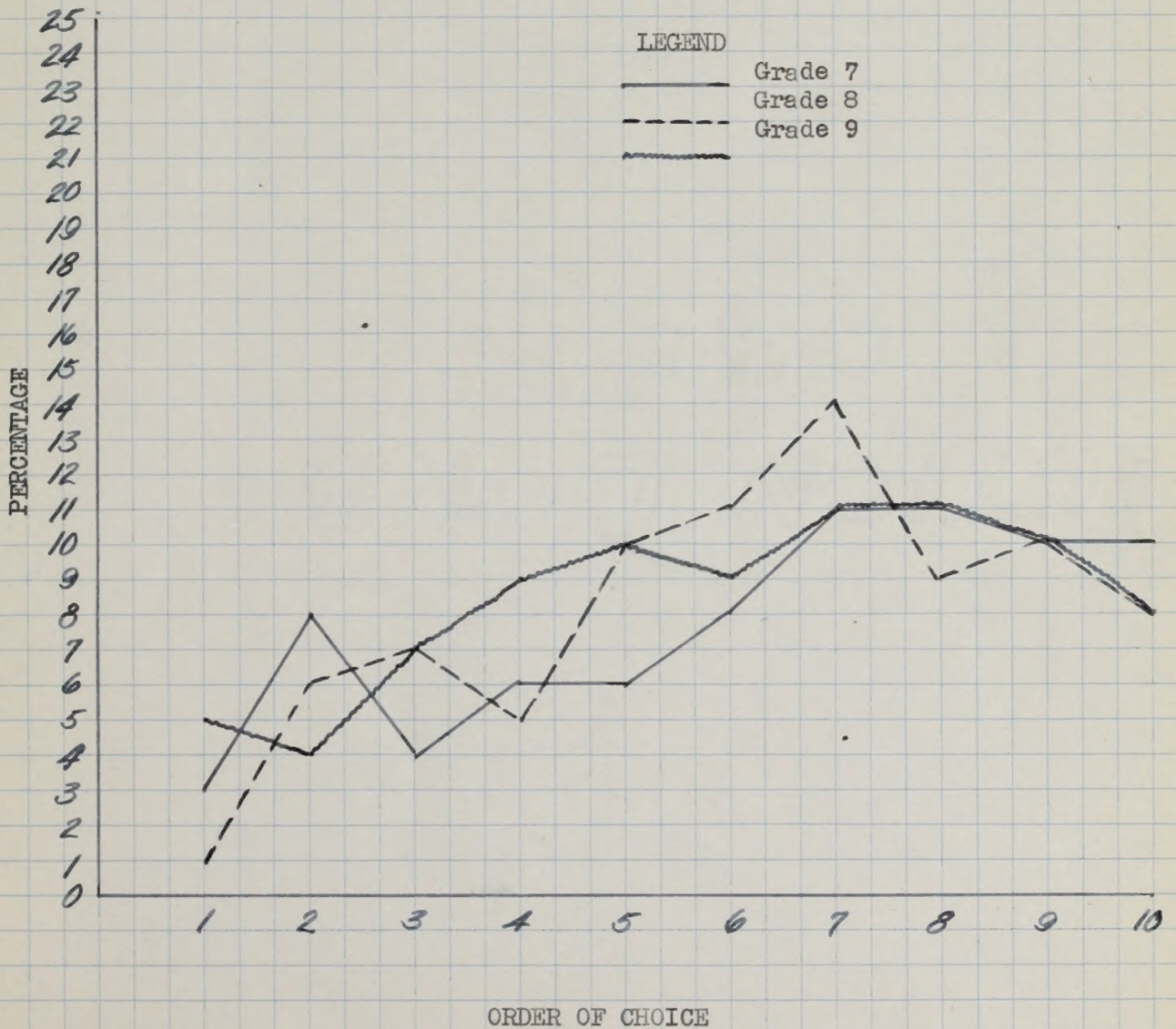


GRAPH V GRAPHIC REPRESENTATION OF TABLE XVII



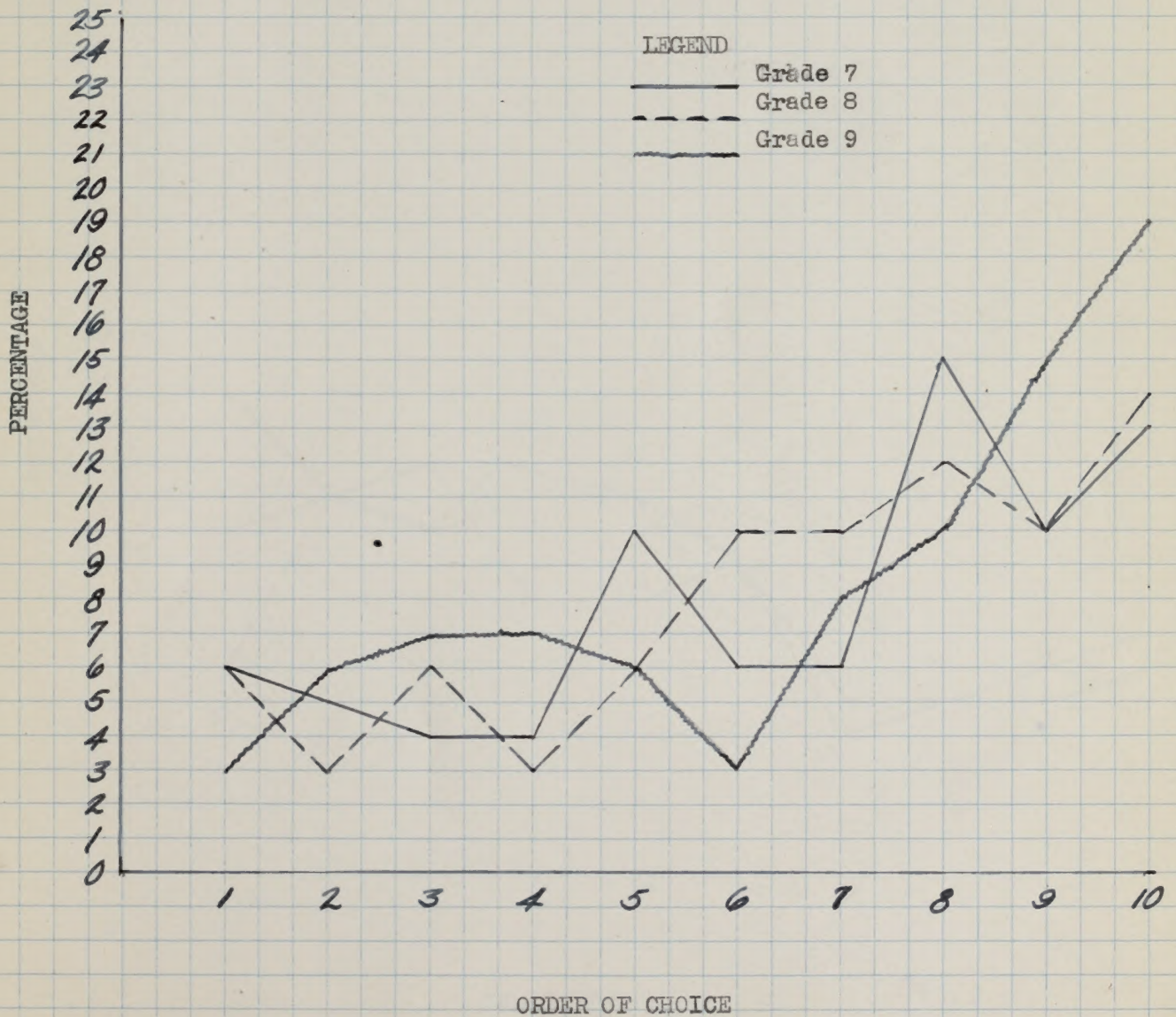


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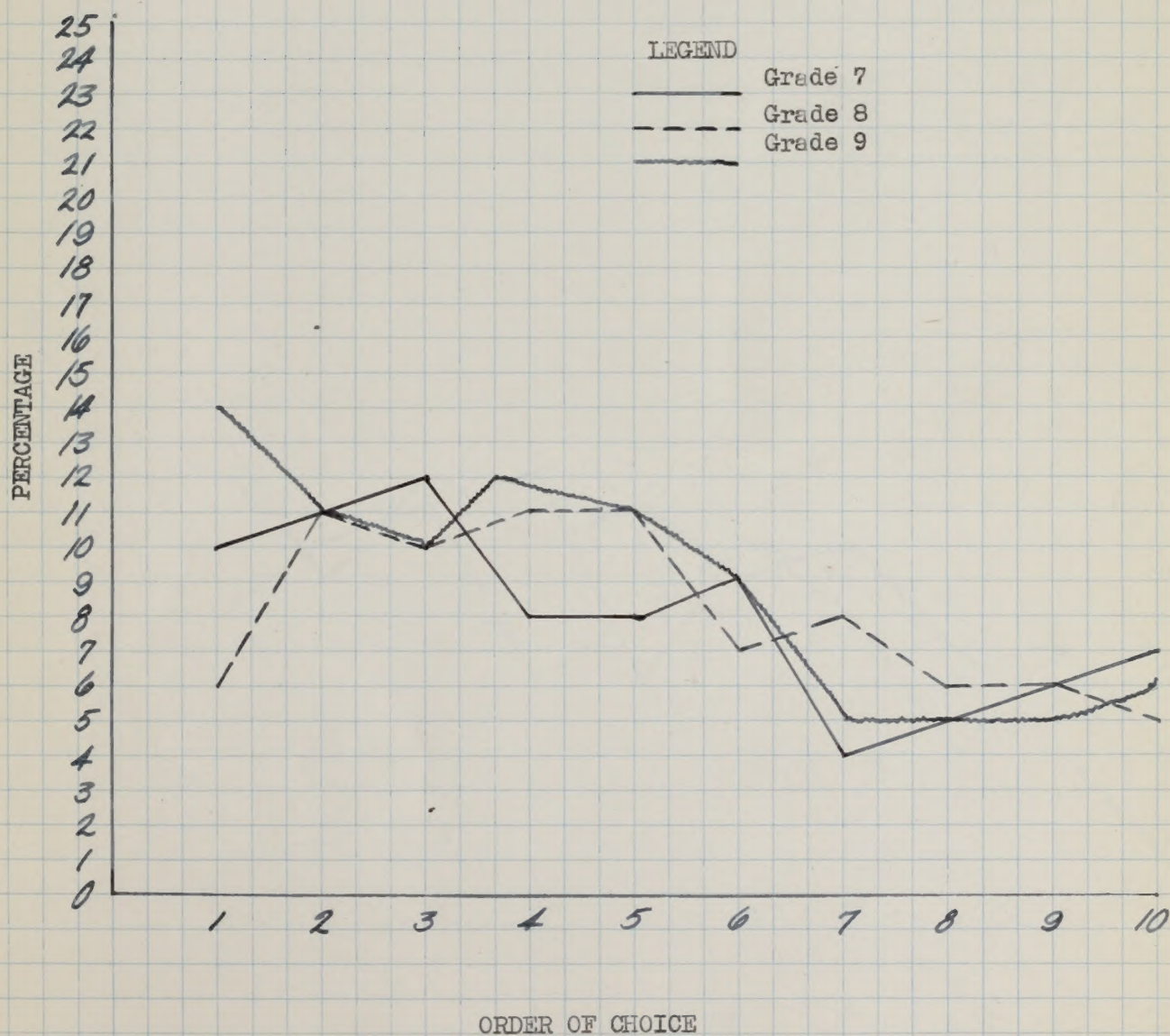


GRAPH VII

GRAPHIC REPRESENTATION OF TABLE XIX

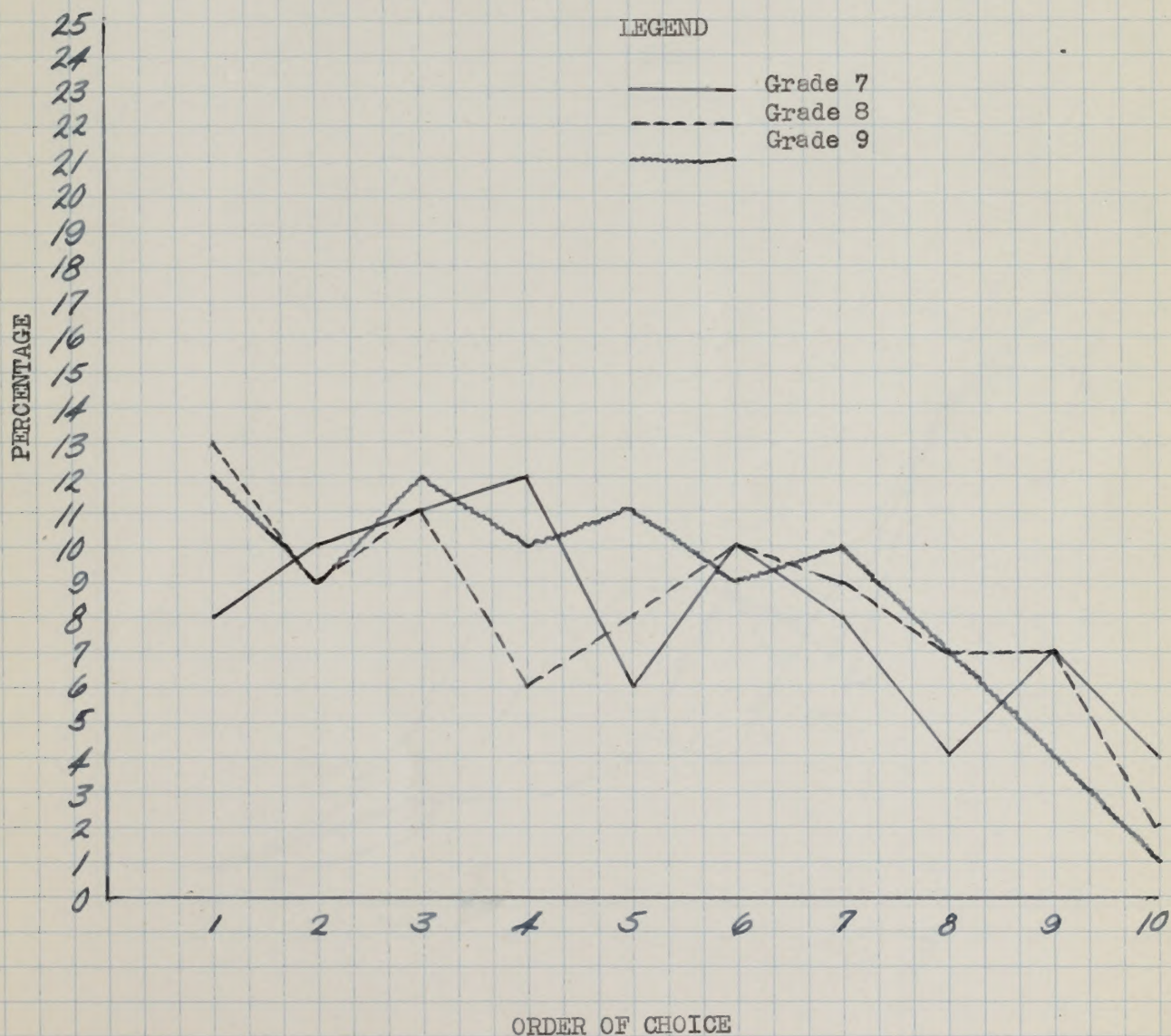


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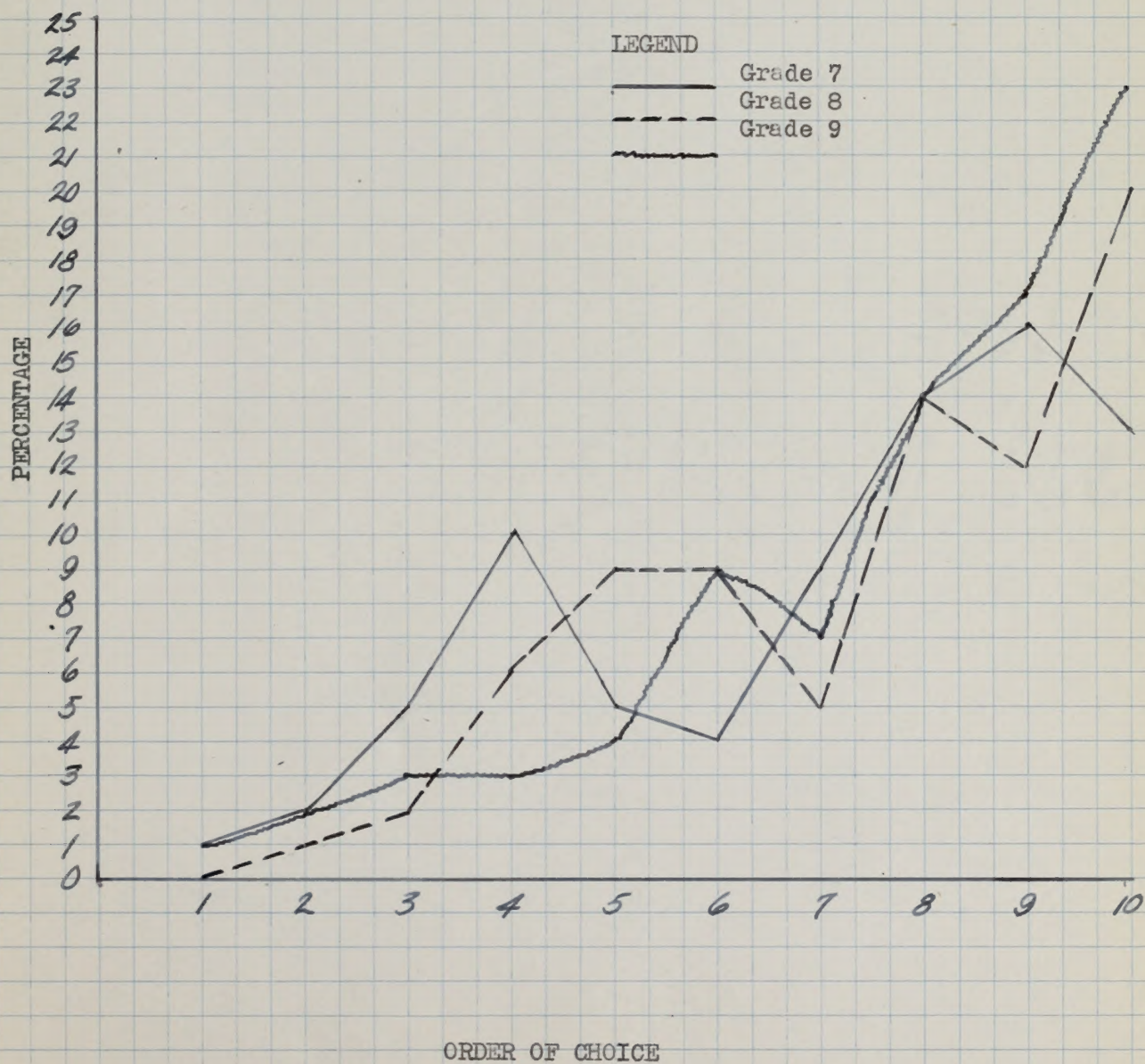


GRAPH IX

GRAPHIC REPRESENTATION OF TABLE XXI



GRAPH X GRAPHIC REPRESENTATION OF TABLE XXII



In Grade 7, it was noted that the reasons for competing in intramural sports were chosen in the following order:

- 1st. - A "To keep physically fit."
- 2nd. - C "Helps you to develop a sense of fair play and sportsmanship."
- 3rd. - H "Helps relax your mind from studies."

In Grade 8, the selection was as follows:

- 1st. - A "To keep physically fit."
- 2nd. - C "Helps you to develop a sense of fair play and sportsmanship."
- 3rd. - E "Because it is recreational, competitive and fun."

In Grade 9, the selection was as follows:

- 1st. - A "To keep physically fit."
- 2nd. - E "Because it is recreational, competitive and fun."
- 3rd. H "Helps relax your mind from studies."

It was noted that the last choice in each grade (7-8-9) was "Because of the valuable background intramural sports give me."

CHAPTER V

CONCLUSION

To determine the student interest, their preferences and the elements that affect these preferences in intramurals, a questionnaire was distributed to the grades 7-8-9 at Boston Public Latin School and the following results were obtained:-

1. The sports ranking highest in popularity were in the order as follows -
 - (a) For the Autumn season, swimming, touchfootball, and for third position the selection varied according to grade, for the seventh hiking and eighth and ninth grade tennis.
 - (b) For the Winter season, basketball was the first choice, swimming was the second and skating was the third.
 - (c) For the Spring season, baseball was the first, swimming was the second and soft ball was the third.
2. The sport proving the most popular for all seasons was swimming and various club activities had a very low response.
3. It was noted that the selection of activities is very critical for a specific age group. This was clearly noted in the activity of social dancing which had little or no response from the younger age groups but was pro-

gressively higher as the age of the groups increased.

The reverse was true in such activities as paddle tennis, kite flying, and marble tournaments.

4. The study shows that the sport selection by the students may have been affected by the experience of the individual in the various types of sports. He would therefore give little or no preference to some activity of which he had a limited knowledge.
5. The study further revealed that in this particular group there were approximately 7 per cent of the students with some kind of physical handicap.
6. While this study does not intend to plan the program, tables V to tables XII inclusive contained data of student time allocations outside of the regular school curricular activities. These tables do show that the greatest percentage of students are attempting to supplement their regular scholastic program with some sort of sports or endeavor. This in turn clearly indicates the need of an intramural program which would provide this natural urge with the guidance and supervision of trained instructors.
7. Table XIII - XXII and Graphs I - IX were compiled to show the individual reasons for competition in intramural sports. There were ten questions submitted and the students were requested to place the entire ten in the order of their own preference. However the study clearly shows that the prime

reason for intramurals is "To keep physically fit." It further shows that the individuals desire recreation, and competition in sports.

8. Since the greatest percentage of the students cannot participate in the regular scholastics sports activities and receive the healthful recreation and physical education that results, it is clearly evident that some program of intramurals is necessary to fill this need. From this survey it can be determined what activities could be best used, dependent on the age groups, time allocations, individual preferences, and interest and lack of interest factors. The survey further shows that these factors prove that the greatest percentage of the students definitely want an intramural program. The results of this study are extremely important because it gives definite information regarding exactly what sport interests appeal to the seventh, eighth, and ninth grade pupils at Boston Public Latin School.

APPENDIX

This is a questionnaire to find out what you like and interests are in various sports so that an interesting program can be established after school and on Saturday.

Age _____ Height _____ Weight _____ Grade _____ Room _____

Check the following sports that you are interested in or that you would like to learn the fundamentals and skills of.

SPORTS

1. soccer _____
2. speed ball _____
3. touch football _____
4. tennis _____
5. recreational _____
gymnastics _____
6. horseback riding _____
7. basketball _____
8. hiking _____
9. fundamentals of _____
competitive sports _____
10. field trips _____
11. swimming _____

22. diving _____
23. airplane _____
modeling _____
24. woodworking _____
25. boxing _____
26. official club _____
27. camera club _____
28. stamp club _____
29. chess club _____
30. boy scout _____
troop _____
31. language club _____

APPENDIX

SPORTS

12. basketball _____
13. swimming _____
14. table tennis _____
15. hand ball _____
16. volleyball _____
17. indoor track _____
18. recreational _____
gymnastics _____
19. boy scout _____
troop _____
20. dramatics _____
21. handicraft _____
22. skating _____
23. skiing _____
24. winter sports _____
25. social dancing _____
26. music _____
27. life saving _____

32. soft ball _____
33. archery _____
34. water polo _____
35. basketball _____
36. tennis _____
37. golf _____
38. soccer _____
39. horseback riding _____
40. volleyball _____
41. basketball _____
42. swimming _____
43. diving _____
44. airplane _____
modeling _____
45. woodworking _____
46. boxing _____
47. official club _____
48. camera club _____
49. stamp club _____
50. chess club _____
51. boy scout _____
troop _____
52. language club _____

Are you physically handicapped, yes _____ or _____ If physically handicapped what is your ailment. _____

APPENDIX

This is a questionnaire to find out what your likes and interests are in various sports so that an intramural program could be established after school and on Saturday.

Age _____ Height _____ Weight _____ Grade _____ Room _____

Check the following sports that you are interested in or that you would like to learn the fundamentals and skills of.

AUTUMN

- | | |
|--------------------------|--------------------------|
| 1. soccer _____ | 28. diving _____ |
| 2. speed ball _____ | 29. airplane _____ |
| 3. touch football _____ | modeling _____ |
| 4. tennis _____ | 30. wrestling _____ |
| 5. recreational _____ | 31. boxing _____ |
| games _____ | 32. officials club _____ |
| 6. horseshoes _____ | 33. camera club _____ |
| 7. kickball _____ | 34. stamp club _____ |
| 8. hiking _____ | 35. music club _____ |
| 9. fundamentals of _____ | 36. boy scout _____ |
| competitive _____ | troop _____ |
| sports _____ | 37. language club _____ |
| 10. field trips _____ | |
| 11. swimming _____ | |

SPRING

- | | |
|--|---------------------------|
| | 38. soft ball _____ |
| | 39. archery _____ |
| | 40. base ball _____ |
| | 41. horseshoes _____ |
| | 42. tennis _____ |
| | 43. paddletennis _____ |
| | 44. marble _____ |
| | tournaments _____ |
| | 45. kite flying _____ |
| | 46. kickball _____ |
| | 47. fundamentals of _____ |
| | competitive _____ |
| | sports _____ |
| | 48. roller _____ |
| | skating _____ |
| | 49. hiking _____ |
| | 50. swimming _____ |
| | 51. field trips _____ |

Are you physically handicapped yes ___ no ___ if physically handicapped what is your ailment. _____

CHECK OR FILL IN TO INDICATE STATEMENTS 1 TO 9

1. Do you work after school yes ___ no ___ on Saturdays yes ___
no ___
2. How long do you study each night in hours 1 ___ $1\frac{1}{2}$ ___ 2 ___
 $2\frac{1}{2}$ ___ 3 ___ $3\frac{1}{2}$ ___ 4 ___
3. What clubs do you belong to in school _____
4. What clubs do you belong to outside school _____
5. Do you play on your neighborhood football team yes ___ no ___
baseball team yes ___ no ___ basketball team yes ___ no ___
other teams _____
6. How many minutes does it take you to arrive home after school
15 ___ 30 ___ 45 ___ 60 ___ 1 hr 15 ___ 1 hr 30 ___
7. How many afternoons each week would you enjoy playing intra-
mural activities 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ none ___
8. How much time would you have to play intramural sports after
school in minutes 30 ___ 45 ___ 60 ___ 1 hr 15 ___ 1 hr 30 ___
9. Would you have time for intramurals on Saturday yes ___ no ___

LIST IN THE ORDER YOU WOULD CHOOSE FROM 1 TO 10 WITH NO. 1 THE
STRONGEST REASON WHY YOU WISH TO COMPETE IN INTRAMURAL SPORTS
(READ OVER ONCE BEFORE NUMBERING)

- A ___ To keep physically fit
- B ___ Because some sports can be enjoyed through-out life
- C ___ Helps you to develop a sense of fair play and sportsmanship
- D ___ To win new friends
- E ___ Because it is recreational, competitive and fun
- F ___ To receive instructions in sports
- G ___ So you will be able to participate in college sports
- H ___ Helps relax your mind from studies
- I ___ To develop and perfect skills and coordination in sports
- J ___ Because of the valuable background intramural sports, give me

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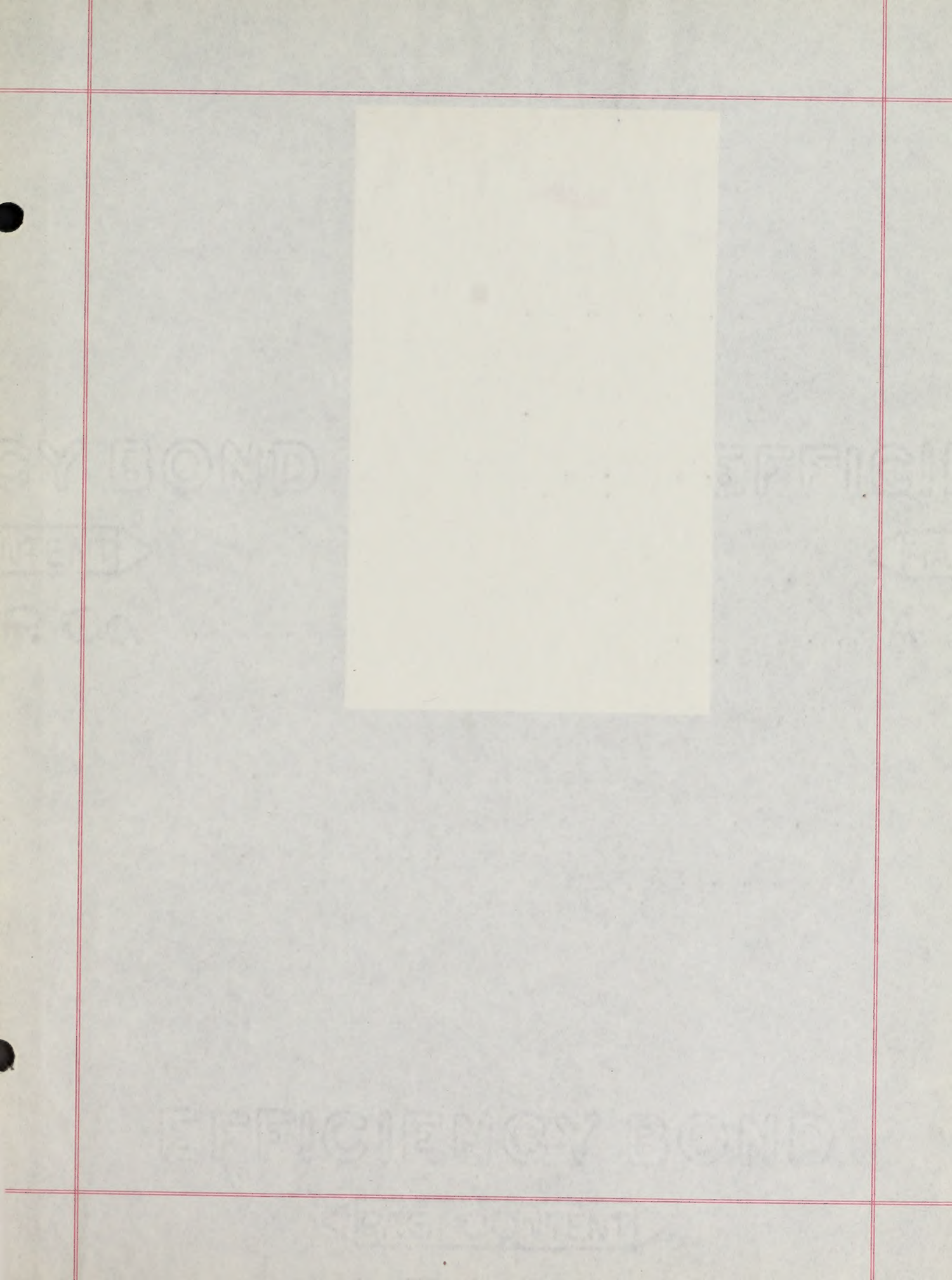
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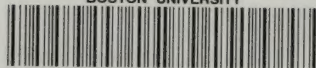
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